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The School Spirit.*

By DR. EDWARD W. STITT, District Superintendent of Schools, Borough of Manhattan.

A school which is animated by a proper school spirit is a distinct force in the community for good, and in its constantly increasing army of young graduates, it is leavening the lump of our municipality to higher ideals of civic duty, and a broader realization of our privileges as citizens of what should be "Our City Beautiful." The first and most important agent in obtaining a proper degree of school spirit, is the immediate head of the school, the principal. Neither the limitations of an old or poorly constructed building, nor the drawbacks which arise from a school population of foreign extraction, or of very limited financial ability, should prevent successful efforts in this direction. The principal with a proper realization of his opportunities will, in some way or other, contrive to enthuse both teachers and pupils to a high degree of school spirit. The examples of Thomas Arnold at Rugby, and a long line of schoolmasters who led their teachers and pupils to high ideals, are strong proofs of the success which will come when the head of the school is animated by the genius of true leadership.

A review of some of the opportunities which the proper discussion of the duties of a principal will bring may enlarge our usefulness, stimulate our enthusiasm, and remind us more fully of the dignity of our positions as trainers of teachers, and our immediate duty as the administrative heads of our schools.

I would strongly urge the principal's active share in the work of arousing and maintaining a strong school spirit, because the zeal of an enthusiastic captain of our school ship will animate the best effort that is in each member of our young crew. From the earliest years of their careers at school, the pupils must have in constant view the importance of graduation. Every promotion from class to class forms one link in the chain to be completed by the pupil's success in meeting the final graduation requirements. Occasional reference to leading graduates of the school, who in various professions have attained high rank, may be made in such a way that the pupils will see that the success of these leaders was in large measure the result of their early training in the elementary schools.

The distinguished lawyer who has just been elected attorney-general of this great Empire state, is a graduate of the school of which I had the honor to be the former principal. While he was Judge Mayer, I invited him to attend the assembly exercises one morning, and in an excellent speech he urged the boys to put forth their best efforts, promising them a sure harvest of future success if they carefully sowed the seed of proper study when young, and if they acquired habits of industry, punctuality, and a high standard of duty.

*Read at a recent conference with the principals of the 8th and 12th districts.

The speaker paid a splendid tribute of appreciation to his former teachers, some of them yet in the service, and actively at work for good in the same school, and told the boys how much he really owed to the teachers who had so faithfully striven to develop his desire for study, and mold his character upon a high plane of honorable ambition. When the speaker had finished, I read from the archives of the school the record of the judge's graduation with the highest honors. I held up before the school the actual printed program of the commencement exercises, announcing the address delivered by him at the time of graduation. The effect upon the school was remarkable. A thunder of applause welcomed the information, and the flashing eye and bright smile of hope upon many a boy's face displayed the registered resolve: "I will endeavor to see if I also can be so successful that some day my school may be proud of me."

A few years ago Princeton won the football championship over Yale after a remarkable game which was decided very largely thru the wonderful skill and pluck of one of the Princeton team—a former graduate of our school. I wrote to the football hero, extending the congratulations of our regiment of boys, and received in reply a most appropriate letter in which he paid a high tribute to his former teachers, and stated that he considered that his special success in football had begun several years previously when he played upon the football team of our school. Our boys were delighted at the receipt of the letter, and I am confident that many boys then and there resolved that if possible they would go to college.

The recently elected president of the board of education is a graduate of one of the male grammar schools of our district, and I believe the knowledge of that fact will stimulate every pupil of that school to renewed hopes of future success.

If the principal of a school has been in charge of the same building for a number of years, he can of course have a better knowledge of the success of his graduates. A young principal must study the old records, carefully examine the list of graduates, and in that way, he will discover that among the alumni are many who have taken high rank in their chosen professions. I have found that every graduate of special distinction whom I discovered, was able to bring to my attention the names and addresses of many others who had also been successful, but of whom we had lost all trace.

While the principals of our grammar schools have an advantage over those who have charge of so-called primary schools, in being able to keep more fully informed of their graduates' careers, much good work along the same line can be done by the principals of our primary departments. Many of the pupils of the grammar departments have usually gone thru the whole school, and therefore their success can be justly claimed by both principals. I know of a primary principal who reads every year to her school the names of the honor students and prize winners at the Normal college who were her former pupils, and empha-

sizes the statement that these young ladies received their first knowledge of reading, writing, and number work, the essentials of all higher education, in that particular school. Do you doubt that the effect upon the little primary children is stimulating when they hear that future success depends upon present effort?

The organization of alumni associations is the logical outcome of a proper interest awakened on the part of the graduates. By this means a splendid school spirit may be developed. I know of a school located in the most crowded section of the lower east side which has for years maintained an effective alumni organization. The pupils of this particular school are now mostly of foreign birth, and many of them in poor circumstances, but membership in the alumni association is considered to be one of the special prizes which goes with the coveted school diploma. The alumni present yearly hundreds of bronze medals to those scholars who have attained perfect attendance and punctuality, and a remarkable degree of school spirit has been fostered.

The principal of a primary school who sends her pupils to an adjacent grammar school, may do much to encourage school pride among her little ones, by keeping informed of the success of those who have gone ahead from the primary school, and by being as proud of the achievements of her so-called graduates as the grammar school principal is of his graduates. By occasional inquiry and consultation with the neighboring principal, the primary principal may discover that her pupils are among the most successful pupils in the higher schools. Much generous emulation may thus be encouraged.

One of the most important helps to school spirit is to dignify the closing exercises, our so-called "Commencements." In my opinion, every principal should endeavor to surround the occasion with all the *eclat* possible. To many of the young graduates, the elementary school diploma is the only one they will ever receive, and I believe that a reasonable amount of dignity should mark the celebration of the occasion. Do not understand me to favor elaborate white dresses for our "sweet girl graduates," or carriages to bring them to the school, or a wanton display of floral gifts from friends. I merely urge a commencement which shall have as many unique features as the limitations of our poorly adapted assembly rooms will permit.

Special attention should be paid to the music; there should be some choice speaking by selected pupils, and an address by some speaker of distinguished ability, preferably a graduate of the school, to stimulate school spirit. In the interests of those who will never be graduated from any other institution of learning, and so that they may keep some slight souvenir of their Commencement day, I urge the importance of printed programs. These need not be expensively gotten up, altho two of our schools last year published elaborate programs of remarkable excellence. They contained half-tone picture of the graduates, the principals, and graduating class teachers, school songs, valedictory addresses by the principal and district superintendent, and other interesting features which combined to form souvenirs which shall become more highly treasured as the years pass by. By means of advertisements secured with little effort from the storekeepers near the schools, from friends of the teachers, or the parents of the graduates, the books were made self-supporting. One of these books was a handsome publication of forty-eight pages, and the other contained thirty-six pages.

A very effective means to inculcate a high degree of school spirit is to give judicious praise to the excellent work of your efficient teachers. If the pupils hear you heartily endorse the efforts of your teachers, the parents will, by reflex action, come to look upon your corps as an excellent one, and your school will soon come to have a good name in the neighborhood. Generous praise—not fulsome flattery—of your teachers will not only secure their co-operation, but it gives them an appreciation of their work which is a welcome accompaniment to the merely financial value of their monthly check. There is, of course, an indirect return to you, because while there may be some excellent teachers in a very poor school, the fact remains uncontradicted that to have a uniformly excellent corps of teachers they must be constantly under your fostering care. By your diligent watchfulness and unwearied supervision, you can strive that your weak teachers may grow into such strong members of your corps, that the whole school spirit is raised in tone.

A strong element in forming a proper school spirit is to have the highest confidence in the honor and dignity of your pupils. Aim for high ideals, and let your school know that you appreciate whatever success comes to any of its members. We all like praise, and if you are constantly scolding your pupils and comparing their work to that done formerly, with a running comment of disparaging remarks, you must not expect great school pride. Perhaps the most immediate factor in securing the aid of your pupils is by insisting upon their co-operation in all matters pertaining to the general welfare of the school. From the moment each pupil crosses the sill of his home till he reaches his class-room, on all streets and avenues, he becomes a walking advertisement for good or for ill. If the pupils' books are neatly covered, their shoes well polished, clothes neat and clean, and their general bearing that of courteous young Americans, the citizens of the neighborhood will soon learn to be proud of your school. Your work as a principal is burdened by a hundred cares incident to proper supervision, and I do not wish to add unduly to them. Such matters as the above are to be committed to the individual teacher, but you must be the power behind the throne. The teacher must feel that you are the strong right arm which supports proper discipline. You must make the weak teacher strong, and the strong teacher stronger. By giving especial attention to the young and inexperienced teachers, the pupils of their classes will attend to the covering of books and to the care of their personal appearance for you, as principal, even if they refuse to do it for the weak teachers.

A high degree of *class* pride is still another important factor in successful *school* spirit. There must be awakened a generous rivalry among the various classes, or the general tone of your school cannot be high. In the matter of punctuality, the announcement at the opening exercises of the classes which have reached a perfect record for a whole week, will greatly stimulate increased efficiency in promptness in getting to school. I knew of a number of principals who announced each morning the names of the classes having a perfect register, and by a little judicious praise, and sometimes wholesome reproof, wonderful results may be accomplished in attaining a high percentage of average attendance for the whole week. Truancy will then become a far less vexatious problem, for if you awaken the enthusiasm of your pupils, you will have a thousand would-be attendance officers supervising your streets after school hours, and making life miserable for a pupil who

has been mean enough to stay home and spoil the record of the class or school. All such efforts fail if they do not make for a general improvement of the whole school. As a principal you must be more proud of having seven classes with a perfect register on any one day, than of having any one class with a perfect register for seven successive days. In my former school, we selected a certain number—not too large to be impossible, nor too small to be too easily attainable—and this became a number for which we were constantly looking. For days, weeks, and months we strove to attain the specified number of perfect classes. At last we succeeded, and then we raised the standard by one, and tried again. No previous announcement had been made, but to reward the classes who took part in the great victory, thru the courtesy of some friends, a handsome picture was presented to each successful teacher for the decoration of the classroom. Even the classes which had not directly aided in the excellent record, rejoiced in the fact that we had reached the standard we had tried to attain.

One of the most important factors in the power of a principal to maintain the proper school spirit is the morning assembly. The exercises should be marked by a constant variety, so as to relieve them from the dead formalism and dull monotony of so many schools. The hymns and songs should be of a high standard, and the pupils must know that music does not consist in shouting. The quotations should not only be carefully selected, but the greatest care should be taken that in their delivery proper pronunciation, clear articulation, and intelligent expression, shall make the audience of pupils comprehend fully the beauty of the selections. While the marching and military evolutions of the school should be characterized by a uniform excellence, the pupils must not be expected to sit in rigid rows like mechanical figures. The discipline must be one that will attract the visitor by its manly, American tone of interested attention. While the teachers are in evidence by their presence, they should not seem to be stationed like

mere sentinals on the constant watch for disorder. The principal has in these "Morning Exercises," a splendid chance to display his executive ability. School spirit will always display itself in a high standard of excellence at the morning dress parade. Three members of the recent Mosely commission informed me that they had seen nothing in any of the schools that so inspired them as the assembly exercises of one of the schools of our district.

A factor of considerable importance in maintaining school spirit is found in a neatly decorated assembly room. I am well aware that in many buildings of our crowded city the necessity of using sliding doors to form additional class-rooms, and the lack of proper wall space, greatly interfere with successful attempts at artistic decoration. The fact still remains that in some schools much more is done than in others. The principal's platform should be the center of any plan of decoration, and quality, rather than quantity, should always guide the selection of material. Novelty is also a factor of importance, and occasionally pictures, flags, busts, etc., should be rehung, so that the general effect may be different. I am sure that in many schools in our city—I hope not in our district—there has not been a change in the placing of the pictures in many years. In private homes and picture galleries, changes are made in this respect; therefore, why not in our schools? The efforts of the graduates may be enlisted in this matter. A number of our schools have made an excellent start in having the outgoing pupils of the graduating class leave upon the school walls some memorial picture or bust. All such gifts should be marked by a simple metal plate upon which is inserted—Gift of the Alumni association, Class of— Many of the posts of the Grand Army of the Republic have given handsome flags to the school, and some of the patriotic societies have presented handsomely framed pictures of Washington and Lincoln, and a fac simile copy of the Declaration of Independence.

(To be concluded next week.)

Means for Increasing the Efficiency of Our Public School Work.

By SUPT. J. W. CARR, Anderson, Indiana; President of the Department of Superintendence, N.E.A.*

Some years ago I was chairman of a church committee to purchase a new pipe organ. We were an ambitious congregation, so nothing but the biggest and the best would suffice. We purchased a magnificent instrument—three manuals, tracker—pneumatic action, 1944 pipes and all the necessary swells and stops—cost \$5,000. It was a "thing of beauty" and we thought it would be a "joy forever." The congregation was pleased; the committee was delighted.

But somehow things did not go well. Sister Jones, the old organist would not touch the new-fangled thing. "Too much machinery and too much show," she said. Of course we were adverse to going outside of the congregation for an organist. So we tried Minnie Wright, the deacon's daughter; but Minnie could not manipulate the stops and swells. We next tried Josie Grayson, an orphan girl who really *needed* the place. Now Josie could play with her hands, but when it came to playing with her feet too, she could not do it. We next tried Seth McGraw who had been to college, and, who in addition to his musical ability, was able-bodied and strong. Seth put all the power on the motor, pulled out all the stops, and

kicked and pawed with might and main. The organ shrieked and bellowed and roared. As for noise, the bulls of Bashan were out-classed. But as for music—well it requires more than a big organ and a big man to produce that. The congregation was disappointed, disgusted, and fast becoming desperate. They said that the organ was too big, too complicated, and that it had at least 1900 pipes too many! There were charges of mismanagement and even fraud against the committee, and hints that "something might be doing."

Now Indiana lies in the north central portion of the lynching belt of the United States, so the committee felt a trifle uncomfortable.

To my way of thinking, there is a marked similarity between the musical experience of this congregation and the educational experience of many communities in this country. We have builded great school-houses and prepared elaborate courses of study with more manuals, stops, and swells than characterized the great organ of Newtown. The old course of study, which was so simple that even Sister Jones could play it by ear, has given place to a new, elaborate, and highly organized course which is difficult—entirely too difficult—for the Minnie Wrights and the Josie Graysons, even

* Paper read at the Milwaukee meeting of the Department of Superintendence, N. E. A.

if the one is a relative of some member of the school board, and the other is the daughter of a poor widow. It requires something more, too, than an able-bodied man to get proper results from the course of study, even if he has been to college and has played center rush on the football team. He may make a great ado about it, but the results will be very similar to Seth McGraw's music on the pipe organ—calculated to incite a riot.

It is this weak and poor attempt to carry out the course of study which causes many good people to cry out against expense and the so-called fads in the public schools, and to sigh for the good old times when we had only the three R's, and when *anybody could teach school*. There is no doubt in my mind but that the old time teaching of reading, writing, spelling, and arithmetic was superior to some of our attempts to carry out the modern course of study with all its "enrichments" and "culture studies" and a little reading, writing, and spelling taught *incidentally*. But this does not necessarily mean that the course of study is radically wrong. It more likely indicates our lack of skill in carrying it out. After listening to the feeble attempts of Minnie, Josie, and Seth, a majority of the Newtown congregation was ready to use the big organ for kindling wood and to prosecute the committee for the misappropriation of funds. They longed for Sister Jones and the old reed organ.

But before consigning the organ to the scrap pile, the committee decided to make one more attempt. Hitherto they had employed only such persons as they could get *cheap*. This time they agreed to give the organist *fifty dollars* a week. Such extravagance! Would they ever receive forgiveness? But the new organist wrought miracles. Instead of discord there were hymns and anthems. Now it was a glad hosanna as when David danced before the Lord. Now it was a wail of lamentation like the exiles weeping by the waters of Babylon; anon it was a benediction as sweet and solemn as when the Master spoke "Peace" to raging Galilee, and when he played old "Coronation" it seemed that the angels came down among the people. That congregation had never heard such music before. The committee had been vindicated. There was nothing the matter with the organ either. It only needed the master's touch. From that day it was not too big nor too grand, not too costly for that congregation. The return of Sister Jones and the old reed organ was now an impossibility. They had heard real music.

So what is needed above everything else in our public schools is the master hand that can bring unity, harmony, and results out of our modern course of study. The course is not too rich, not too complex nor too elaborate to suit the tastes and to meet the needs of our enlightened and progressive people. The difficulty has been, and still is, that the art of teaching has not progressed as rapidly as the building and equipment of school-houses and the development of the course of study. What the public schools need even more than the committee needed the master organist, is the master teacher, the man or the woman who knows his instrument and knows his art.

But we cannot go backward if we would. We may sigh for the old curriculum and the citizen teacher of the olden time, but they will not return. We might as well attempt to turn back the hands on the clock of fate as to attempt to bring them back. We live in a different age, with different environments, different problems, and our people have different hopes and different aspirations. The Newtown congregation could never have gone back to the old frame house and the old reed organ after they had occupied the new stone church and

listened to the grand music of the new pipe organ. So it is not a question of desire, it is not a question of expediency, it is not a question of expense, but it is a necessity that sufficient number of competent teachers be provided to fill the American schools. This is the first and the chief requisite for increasing the efficiency of our public school work.

I am aware of the fact that there are other educational problems whose proper solution would greatly increase the efficiency of our school work. But the solution of most of these problems would follow as a *result* if we once solve the greater problem—the supplying of a sufficient number of well equipped teachers for the schools. To illustrate. The course of study needs elaboration, elucidation, and especially elimination. But the educational doctrinaire can no more do this work properly without the guidance and assistance of the practical teacher than John Locke could evolve a suitable scheme of government for the American colonies. There is the problem of carrying out the course of study after it has been formulated so as to get the best results. But no number of rules or regulations will enable amateurs or other persons poorly equipped for their work to do this properly. It requires a high order of professional skill as well as native ability to do this properly. There is also the problem of the recognition and proper development of the individuality of pupils while teaching the mass in classes; but it is folly to speculate on this problem unless we place master teachers in the school-room. There is still a greater problem. It is the use of the course of study, the discipline, the playground, and the child's whole range of school experiences so as to develop properly his moral and religious nature, resulting in the formation of right character. But this miracle can no more be wrought without the child coming into contact with a noble personality than Simon Magus could purchase the gift of the Holy Ghost.

In making this special plea for better teachers and more of them, I am aware of the fact that I have said nothing new. Indeed it is about the oldest and the tritest thing that could be said. But it is what *ought* to be said and *what must be done*, if the American public schools are not to prove the greatest disappointment of the age. The Gospel is old, but nothing new has been or ever will be found to take its place.

How is a sufficient number of well-qualified teachers to be obtained for our public schools?

Create a public desire for good teaching by demonstrating the difference between the counterfeit and the genuine article.

Break down the Chinese walls that seem to surround many towns and cities and employ good teachers wherever they may be found.

Eliminate politics, nepotism, favoritism, and the whole brood of like *isms* from the management of school affairs.

Magnify the office of the teacher.

Make the tenure of position for good teachers absolutely secure; absolutely insecure for poor ones.

Promote for efficiency; dismiss for inefficiency.

Protect professional teachers from ruinous competition with non-professionals.

Pay teachers in proportion to the services rendered. According to the New York Sun, the "Dog Catcher" of the city of Washington, euphoniously styled the "pound keeper" receives \$1,500 a year; grade teachers, \$500 a year! Whenever the American people become as much in earnest and are as willing to expend as much for great teachers as they do for great school buildings, then we shall have great schools and the next step will have been taken to improve the efficiency of our school work.

In closing I wish to appeal to the Superintendents of the United States to use their utmost endeavor to secure a higher degree of efficiency among teachers. I wish to appeal to school officers everywhere to subordinate selfish interests to the welfare of the public schools, and to employ none but the best teachers available. I wish to appeal to the great American press—the greatest press in any country—to use its mighty power in building up a public sentiment that will demand a compe-

tent teacher for every child. I wish to appeal to the fathers and to the mothers of the nation not to be contented with any person but the best—the best in character as well as in scholarship—to teach their children. And finally, I wish to appeal to the great American people to render such moral and financial support to the public schools as will enable them to employ and to maintain the best teachers, thereby making it possible for them to attain the highest degree of efficiency.

Possibilities of the Morning Exercises.

In February of last year, Supt. M. A. Whitney, of Elgin, Ill., sent out to his teachers a series of questions, in order to get their ideas as to what should be done with the time allotted to so-called "morning exercises." The questions sent out, and a summary of the reports received in reply are given below. Two of the longer discussions, one written from the standpoint of a public school principal, the other from the high school standpoint, will appear in coming numbers of THE SCHOOL JOURNAL.

The Questions.

Will you please answer the following questions and return to me? The results will be used for the benefit of the teachers, and no names will be used in any way.

1. How much time each week do you give to morning exercises?

2. Do you have reading from scripture or recitation of any passages of scripture as a part of the morning exercises?

3. What other exercises do you have? Kindly mention in detail the nature of the exercises and the sources from which the material for them is drawn, giving as complete a list as possible of the material used, books that have been found valuable in this connection, poems used, etc.

4. Does music form a part of your morning exercises? If so, will you kindly give us a list of the songs you have used?

5. Does the teacher read to the pupils or do the pupils do the reading?

6. Are the exercises in which the pupils have a part more enjoyed than those in which they do not have a part?

7. Kindly mention a few of the things you have tried to do for the pupils in your morning exercises and the particular quotations, etc., that have been helpful to you in fixing these lessons in the minds of the pupils.

Summary of Results.

1. Time of morning exercises. Usually ten minutes each day. In high school ten minutes once each week, except in senior class where they occur every day.

2. Selections from the Bible are used by 72 per cent. of the grade teachers, and not used by 28 per cent. Bible stories are also used by many teachers.

3. Morning exercises in the high school consist of (a) talks by teachers and preachers, (b) reading by teachers, (c) recitations by pupils, (d) music, (e) current events, (f) recitations by pupils, (g) experiments.

In the grades, (a) talks by pupils on the lives of prominent Americans and talks by pupils on trips they have taken, (b) reading from books selected, (c) current events, Curtis' letters, etc., (d) quotations from noted writers, (e) recitations of poems memorized by individuals and by the school, (f) instrumental and vocal music, (g) scripture reading or recitation, (h) special topics prepared and discussed by pupils, (i) talks by teachers, (j) learning and reading poems, (k) stereoptican views, (l) games.

Aim of the morning exercises in grades as stated by teachers.

To inculcate lessons of truth, honesty and justice, value of work, good manners, obedience, nobility and purity of thought and words, perseverance, nobility of character, ideals of life, patriotism, temperance, cheerfulness, courage, self-control, self-reliance, kindness to animals, characteristics of good citizenship, appreciation of choice literature, discrimination between important and unimportant current events, build character, teach to admire the nobler virtues and make them his own, unselfishness, firmness of purpose, faithfulness in little things, desire for education, high ideals, moral courage, patience, courtesy, to give happy thoughts for the day, to do some things simply because they are pleasant, to secure a spirit of unity, to let the spiritual grow up unconsciously.

Aim of Morning Exercises in High School as Stated by Teachers.

(a) High ideals of character; (b) increase school spirit; (c) awaken ambition; (d) interest in current topics; (e) interest in higher education; (f) idea of sacrificing present pleasure for future good; (g) to raise the moral tone of the pupils; (h) to encourage a taste for the best kind of literature and make the opening exercises a pleasant beginning for the day; (i) right attitude toward work; (j) to awaken interest in completing high school course and higher education.

Poems Used For Morning Exercises. Grades 1 to 8.

"September," N. K.; "October's Bright Blue Weather," N. K.; "November," Cary; "Obedience," Cary; "Take Care," Cary; "Little Boy Blue," Field; "Wynken, Blynken, and Nod," Field; "We Thank Thee," Emerson; "All Things Beautiful," Second Stepping Stone, page 142; "The Wild Bird's Song," Second Stepping Stone, page 64; "Father, We Thank Thee," Little Tots Speaker, page 81; "The Fairies' New Year Gift," "The Village Blacksmith," "The Children," "From My Arm Chair," "Barbara Blue," "Hoe Out Your Row," "The Chicken's Mistake," "The Flower and the Spider," "Recipe for an Appetite," "To the Boys," "Children's Hour," "The Poet and the Children," Whittier; "The Arrow and the Song," "The Legend of the Crossbill," Longfellow; "The Fairies in Winter," "How the Leaves Came Down," "Talking in Their Sleep," "Jack Frost," "The Robin and the Flower," "The Icicle," "April," "Remorse," "Sir Robin," "The Secret," "At Easter Time," "Clovers," "Before the Rain," "June," "Vision of Sir Launfal," "The Swing," Robert L. Stevenson; "Waiting to Grow," "A Seed," "Somebody's Knocking," "Pussy Willow," "Twas the Night Before Christmas," "The Thank You Day," "December," "Bed in Summer," "Time to Rise," "A Good Boy," "Rain," "Snow Flakes," Robert L. Stevenson; "The Snow," *Youth's Companion*; "Sweet and Low," Alfred Tennyson; "Seven Times One," Jean Ingelow; "February," An-

geline. Selections from Longfellow, Holmes, Holland, Whittier, Bryant, Stevenson, Field, Cary, etc. "The Builders," Longfellow; "Chambered Nautilus," Holmes; "The Way to Heaven," Holland; "The Arrow and the Song," Longfellow; "The Psalm of Life," Longfellow; "To a Waterfowl," Bryant; "Over and Over Again," "Rainy Day," "Barefoot Boy," "Paul Revere's Ride." Selections from the literature read in the grade, poems in connection with history work, *e. g.*, "Sheridan's Ride," selections from "Poems of Our Country," "Thoughts of Those Who Think," White's "School Management," Southworth's "Grammar and Composition."

Songs Used for Morning Exercises, Grades 1 to 8.

Books used: Songs in Season, Gaynor's Song Book, Eleanor Smith's Music Primer, In the Child's World, Regular Music Books.

Songs: "Father We Thank Thee," "Morning Prayer," "A Prayer," "We Thank Thee," "A Little Song of Gratitude," "The Little Shoemaker," "My Country I Love Thee," "Thanksgiving Day," "Merry Christmas Bells," "The Christmas Manger Hymn," "Jesus Loves Me," "Holy Night," "Greeting Song," "Song to the Sun," "Wee Little Women and Men," "Jesus Bids Us Shine," "Merry Sunshine," "A Soldier Boy," "Our Flag," "Three Little Sisters," "We March Like Soldiers," "March Song," "A Rub-a-dub-dub," "Jack Frost," "Sleighting Song," "Left, Left, Listen to the Music," "Snowflakes," "America," "The Star Spangled Banner," "Red, White, and Blue," "Columbia," "Jerusalem the Golden," "Town of Bethlehem," "Shine Out, O Blessed Star," "Away in a Manger," "Holy Night," "Battle Hymn of the Republic," "Washington," "Mount Vernon Bells," "Lead, Kindly Light," "Men of Harlech," "Come, Thou Almighty King."

Books from Which Selections are Made for Morning Exercises.

Grades 1, 2, and 3.

"Primary Education," "Child's Garden of Verse," "School Era," "In the Child's World," "Alice in the Country," "All the Year Round," "Poems of Tree Top and Meadow," Lovejoy's "Nature in Verse," "Birds' Christmas Carol," Longfellow's Poems, Cary's Poems, "Story of the Bible," Chas. Foster; Ledeaux' "Child's History of the Great Painters," Baldwin's Fairy Tales and Fables, "Golden Book of Choice Reading," Whittier's Poems, Stevenson's Poems, Field's Poems.

Grades 4, 5, and 6.

"Harold's Rambles," "Harold's Quests," "Open Sesame," "Classic Stories," Whittier's "Child Life in Poetry and Prose," "Pioneers of the Revolution," "Birds' Christmas Carol," "Why the Chimes Rang," selections from Pratt's "American History Stories" and "Stories of the Inventors;" selections from Longfellow, Whittier, Holmes, Lowell, Bryant, Tennyson, Burns, Scott, Celia Thaxter, Wordsworth, Gray; Hale's "Man Without a Country," selections from Ernest Thompson-Seton, Wm. J. Long, Kipling's "Just So Stories," "Idylls of the King," "Vision of Sir Launfal," "Other Wise Man," "Parsifal," "Ramona," "Fool's Errand," "Dred," "Uncle Remus," "Choir Invisible," "Making of an American," "Up From Slavery," "Leather Stocking Tales," "Monk and Knight," "Ben Hur," "Talisman," "Kenilworth," "Waverly," "Rob Roy," "Scottish Chiefs," "Marmion," "Lord of the Isles," "Robin Hood Tales," "Lucile," "David Copperfield," "Old Curiosity Shop," "Dombey and Son," "Beside the Bonnie Brier Bush," "Days of Old Lang Syne," "Margaret Ogilvy," "Little Birds of Kensington Gardens," "Kat-

rina," "Shonberg-Cotta Family," extracts from Stoddard's lectures, "Fair God," "Land of Midnight Sun," "Border Ballads," Mrs. A. D. T. Whitney's "Trip Abroad," "Hero Tales of Other Lands," "Story Hour," "Stories of the Red Children," Field's Poems, Little Tot's Speaker, "Tree Top and Meadows," "Old Stories of the East," "Grimm's Fairy Tales," "Beautiful Joe," "Black Beauty," "Wahb," "Dickens' "A Child's Dream of a Star," "The Storyland of Stars," Pratt's History Stories, "Fifty Famous Stories," "Great Americans for Little Americans," Judd's Classic Myths, "All the Year Round," "A Dog of Flanders," "Little Folks of Other Lands," "Little Lord Fauntleroy," "Under the Lilacs," "Molly," "The Drummer Boy," "Rough and Ready," "Conquest of Peru," "The True Citizen," articles from the *Ladies' Home Journal*, *Outlook*, etc.

Seventh and Eighth Grades.

"The True Citizen," "A Man Without a Country," Kipling's Jungle Stories, Ernest Thompson-Seton's Stories, "The Fiftieth Birthday of Agassiz," "Enoch Arden," "Idylls of the King," "Pied Piper," "Tales of a Wayside Inn," "Vision of Sir Launfal," "Stories from Shakespeare," "Pictures from English Literature," "Stories from Great Artists," "The Earth and Sky," "Tales of Robin Hood," "King Richard and Chivalry," "The Story of Our English Grandfathers," "Birds' Christmas Carol," "Theodore Roosevelt The Citizen," Jacob Riis.

Books Used in High School.

Van Dyke's "Story of Other Wise Man," "A Friend of Cæsar," "Keys to Success," "Acres of Diamonds," Conwell; "Clear Grit," Collyer, from "Modern Eloquence;" "Blessed be Drudgery," Gannet; "The Story of Germ Life," Frost's "King Arthur Stories," (9b) Miss Wilkins' Ghost Stories, Kate Douglas Wiggin's "Rebecca," magazine stories.

Quotations.

TRUTHFULNESS.

Dare to be true; nothing can need a lie.

Be you tempted as you may,
Each and every day,
Always speak the truth.

True in all things great and small;
Then tho the sky should fall
Sun, moon, and stars and all,
Speak what is true.

VALUE OF WORK.

If little labor, little are our gains.
Idleness is the mother of want.

Whatsoever a man soweth, that shall he also reap.
When you have a difficult task, never let it stare you out of countenance.

True worth is in being not seeming;
In doing each day that goes by
Some little good, not in dreaming
Of great things to do bye and bye.

Method is the very hinge of business, and there is no method without punctuality.

Laziness grows on people; it begins in cobwebs and ends in iron chains.

Success grows out of struggles to overcome difficulties.

The teacher helps his pupils most who most helps them to help themselves.

The difference between one boy and another lies not so much in talent as in energy.

A lazy man is of no more use than a dead man, and he takes up more room.

Work wields the weapons of power, wins the

palm of success, and wears the crown of victory.

In life as in the football game the principle to follow is hit the line hard; don't foul and don't shirk, but hit the line hard.

—THEODORE ROOSEVELT.

There is no American boy, however poor, however humble, orphan tho he may be, that, if he have a clear head, a true heart, a strong arm, may not rise thru all the grades of society, and become the crown, the glory, and the pillar of the state.

Heaven is not reached by a single bound,
But we build the ladder by which we rise
From the lowly earth to the vaulted skies,
And mount the summit round by round.

Never mind what your work is, do your best.

KINDNESS.

For they who think of others most are the happiest folks that live.

Dark clouds, are you going to stay up in the sky all day? Then we will the more cheerily say, "Good morning! Good morning!"

"Whatever the weather may be," says he, "whatever the weather may be,
It's the songs ye sing an' the smiles ye wear
That's a-making the sunshine everywhere."

—RILEY.

Hearts, like doors, can ope with ease
To very, very little keys;
And don't forget that two of these
Are "I thank you" and "if you please."

Happy little faces are just like so much light;
They fill our room with sunshine and make a dull day bright.

To be a sunshine child is to be happy and good to others.

Politeness is to do and say the kindest thing in the kindest way.

Kind words are the music of the world.

EDUCATION.

A man to-day in America is foolish to be self-made when better means are at hand.

The world is full of thoughts and you will find them strewn everywhere in your path.

Education is a better safeguard of our liberty than a standing army.

If a man empties his purse into his head, no man can take it from him.

Make the memory a storehouse and not a lumber room.

The strength of the nation lies in the intelligence and well-ordered homes of the people.

Study wisdom and you will reach pleasure.

No one can cheat you out of ultimate success but yourself.

OBEDIENCE.

True obedience neither procrastinates nor questions.

To learn to obey is the fundamental art of governing.

Let reverence of law be taught in the schools and colleges; be written in primers and spelling books; be published from pulpits and proclaimed in legislative halls and enforced in courts of justice—in short—let it become the political religion of the nation.

—A. LINCOLN.

RESPECT FOR THE RIGHTS OF OTHERS.

My liberty leaves off where the rights of another begin.

—VICTOR HUGO.

MISCELLANEOUS.

I dare do all that may become a man; who dares do more is none.

Manhood is the one immortal thing.

They are slaves who dare not be in the right with two or three.

It is better to be right than to be president.

When a man is dead to the sense of right he is lost forever.

He who reigns within himself is more than a king.

Let us have faith that right makes might; and in that faith let us dare to do our duty.

We will strive together for all that is noble and good.

—JACOB RIIS.

A man can live like a pig and vote like a man.

—JACOB A. RIIS.

Associate yourself with men of good quality, if you esteem your reputation; for it is better to be alone than in bad company.

—WASHINGTON.

Be but yourself; be pure; be true

And prompt in duty; heed the deep low voice of conscience.

Such is the patriot's boast where'er he roam

His first best country ever is his home.

Distribution of School Supplies in a Large City. II.

Memorandum re General Depository for the New York City Department of Education. Presented to the Board of Education on March 22, 1905.*

Almost immediately on assuming office in 1902, your committee on supplies reached the conclusion that the space and equipment for the handling of the varied materials required to maintain the work of the schools were entirely inadequate and that a central depository would be found more satisfactory than the divided responsibility of the borough branches. It was, however, deemed best to determine first whether the full efficiency of existing facilities was being attained, the lack of proper data and of executive capacity on the part of some officials making it impossible to arrive at a mature judgment at that time.

Effort was therefore directed towards the determination of what the facilities of the bureau were in practice, what could be eliminated of useless detail, and at the same time, special attention directed to the proper recording of materials received, used, and left on hand, it having devel-

oped early in your committee's taking charge of the bureau that no true stock record had ever been had. The lack of trained business sense and experience of the subordinate staff, in spite of their willingness as a rule to do all of which capable, proved a great element of difficulty in working out the plan proposed. Attention was concentrated on the organization of the staff, so as to permit of a reasonable grasp of the business and its more efficient despatch; and on the bettering of conditions within the department that would improve the class of contractors and supplies, and simplify the relations between depository and school principals. By the beginning of 1903, it was demonstrated to the satisfaction of the committee that its original idea was sound, and the policy of concentration was immediately begun. The depository in Richmond, which had produced but little but complaints of inefficiency, was given up, and the delivery for this borough made from 59th street. Steps were also taken to consolidate the organization by bringing the clerical staff

*The methods used in other large cities were presented last week.

and deputies from Brooklyn and Queens to 59th street.

There were certain elements in the staff that sought personal ends rather than the good of the department and had no conception of their relation to the department as a working organization. With the removal, under charges, of one man, and the resignation of another, the atmosphere was immediately cleared.

During 1903, our work was vastly increased by the widening scope of the special branches of instruction by a new course of study, etc., for which varied items of supplies in large quantities were required at intervals when the heaviest call was ordinarily made on the facilities of the bureau. The year 1903 was very trying to your committee and the entire supply bureau, but by the end of it there began to emerge the outline of system and the control of a very complicated and difficult situation, and the work has been proceeding rapidly and with satisfactory improvement since, so that the end of 1904 will see the bureau, for the first time in its history, in a position to fairly estimate its resources and capacity, and with data that are reasonably reliable as a basis for estimates of the provision that should be made for the normal growth of the work of this bureau.

Condensation of Supply Lists.

Early in 1903 the board of superintendents were directed to revise the list of text-books, so as to arrange them in a classified self-indexing order that would better suit the needs of the teaching staff and reduce the large number of items by cutting out superfluous titles, your committee having in mind, as advised to the committee on text-books, to gradually simplify and reduce the list of books, with the idea of ultimately arriving at standards which would fill all pedagogic requirements, effecting at the same time economy in purchase by producing competition, and saving in expense of preparation and handling of contract details. Your committee's best efforts were also given to the simplification and reduction of the list of general supplies. As this work progressed we determined that to free the depository of its congestion we would adopt temporarily the method of direct delivery of text-books by publishers for 1904. These plans were completed and contracts awarded at the close of 1903, and for the first time in the history of the department text-books were furnished as and when required.

Standards.

From the beginning of your committee's control constant efforts have been made towards standardizing all items of supply. For text-books, this is, of course, not necessary, except that measures of supervision have to be exercised to avoid the substitution by jobbers of books other than those specified. When furnished by publishers themselves this supervision is superfluous, except that tests should be made from time to time of the character of the printing and binding used. For all this work, ample space, sound methods, and skilled attendants are required. Great progress has been made in the quality of material secured as a consequence of so standardizing. The bureau has been greatly handicapped for want of proper space for the maintenance of its standard samples, a full line of which should be maintained at all times for the verification of material as received, and for the inspection of competitors when bids are invited.

Centralization.

Even without the definite knowledge which we desired, your committee, early in 1903, determined to make an earnest effort to provide additional storage facilities, so that supplies might be re-

ceived at and delivered from a central depository to all sections of the city. Efforts made in conjunction with the committee on buildings were finally effective in securing, under lease, the present depository in 68th street, originally designed as a stable, which the building bureau, upon inspection, reported was so constructed as to permit of satisfactory use as a depository. This lease was executed as in effect November 1, 1903. The supply bureau took possession in an unfinished state in July, 1904, the interim having been devoted to its strengthening by iron columns and floor girders, so as to carry a reasonable floor load and to provide better facilities for handling. It soon developed that even with the strengthened construction, the building could only partially be successful for the purpose to which designated, since the floors would not bear a load that the space between floor and ceiling would permit of packing therein, the bearing loads being: first floor, 300 pounds per square foot on floor and platform; second, third, and fourth stories, 80 pounds per square foot on the front half, and 300 pounds per square foot on rear half; fifth and sixth stories, 40 pounds per square foot on front half, and 225 pounds per square foot on rear half. Great care has therefore to be constantly exercised in handling paper materials (constituting a large bulk of current supply items) which are very heavy, in order not to overload the floors, and we are securing practically about half of the capacity expected. Some conception will be gathered of the conditions, when we say that on the floors where a load of 300 pounds per square foot is permitted, pads standing five feet high practically reach the limit, four feet of space being waste. Neither does the building lend itself readily to the handling of large quantities of supplies, not being designed for such purpose.

One line of supplies is at present stored thruout the entire building, namely, pads, which are stored in the cellar, on the second floor, and also on the top floor, because the supply carried cannot all be on any particular floor.

Again, if there are five or six trucks loading with supplies for the schools, any trucks of the contractors bringing supplies in must wait until our trucks are out of the way, which necessitates a great deal of delay. Consequently high prices prevail, because these delays must be charged up as part of contractor's expense.

At the present time, it is impossible to store at one time in the building at East 68th street a sufficient quantity of supplies to run the schools for a period of one month, therefore, our only course is to get the month's stock in small quantities so that some may be going out while a new supply is coming in. It is, however, a material aid and relief to the work of the bureau, and will be productive, by joint use with the basement at 59th street, in a large saving over the expense of previous years.

Some Results.

In spite of all the disabilities under which we labor, however, a practical test for the past four months of delivery from the central depository has proven the wisdom of the action taken, improved service having been secured. The character of supply contractors has improved, with a proportionate improvement of service by them. A very material reduction in cost of many lines of supplies secured, by widening the list of contractors who compete, absolutely impartial rulings being assured, and the best efforts and attention of the bureau directed towards the prompt settlement of bills. During the past two years the principals have been educated up to better business methods and understanding of their relation to the supply bureau as a business organization and this bureau

has been brought to a degree of efficiency never before attained; the attention to supply details on the part of the teaching staff has been materially lightened and marked economy produced in several directions. Better still, it is bringing a knowledge of essential requirements which, in view of the great demands on the city finances, is imperative.

A Profession-to-Be.

By SUPT. J. L. HENDERSON, Tyler, Texas.

[Part of an address before the Texas State Teachers' Association.]

The evolution of the teacher in America from Adam Raelandson and the indentured servants who taught school three hundred years ago to the presidents of Harvard and Yale universities, or the city superintendents of New York and Chicago, is one of the marvelous achievements of our civilization. The position has been elevated from that of the most menial servant to such a height as to be accepted with alacrity by ex-presidents of the United States. Robert E. Lee chose to go from the leadership of the Southern army to the presidency of Washington and Lee university. Grover Cleveland thought it no compromise to accept a professorship in Princeton university after serving as the nation's chief executive. And, in order to promote Theodore Roosevelt they have decided to make him president of Harvard.

Ossian Lang says in the November *Educational Foundations*: "Good teachers are more in demand than ever before. Salaries are growing better every day. . . . The demand for qualified teachers is far greater than the supply. Agencies report that it is less difficult for them to get orders than to fill them." To the first two statements we say "blessed assurance." To the last two statements we call the attention of young men and women and say, "Get ready, the harvest is great and the laborers are few." In Mr. Lang's statement we have the ideal conditions for building a profession. . . a demand, with ready money for the well prepared.

But in our work of building a profession we must note our impediments. Dr. E. Benjamin Andrews, while superintendent of the city schools of Chicago, pointed out one of the most vicious enemies to our work. He said, "What is at first hard of explanation is the absence, after all, of so many men and women superbly fitted for success and happiness in teaching, who choose other occupations. But this phenomenon, too, has its causes. The vicious administration of school systems is one. A person of sensibility shuns a service where not merit but political influence determines advancement. Where this shameful necessity exists the teaching force can not but lose quality."

We may thank God, the day of ward politics in school affairs is coming to a close. New York city has placed the school teacher on a plane with its most respected citizens. Dr. Andrews with his sturdy manhood paid the price of his position to elevate the schools of Chicago. Other cities all over the United States are saying that young boys and girls are unfit to be trusted with the welfare of forty or more human souls. Parents are refusing to sacrifice their children to the ravenous greed for political spoils. The speaker knows of one erstwhile political bee-hive in Texas that has not employed a teacher for four years on other than a merit basis. Let us work and pray that spoils politics may be speedily eliminated from the management of the public schools.

Another one of our impediments has been point-

ed out as follows: "Teachers bemoan piteously the blindness of a cold world which will not recognize the existence of a teaching profession. The root of the difficulty is that the teachers themselves are still far from so conducting themselves in public that the plain people can see with the naked eye something really professional in them. Tale-bearing, backbiting, disloyal insinuations, belittling one another—these are some of the things that are retarding the recognition of teachers as worthy of professional distinction." We submit this quotation from a conservative educator for your prayerful consideration.

The tendency of the public to muzzle the teacher, rob him of individuality and reduce him to a cipher as a citizen is one of the most powerful agents in driving strong men and women from teaching. How frequently we hear of some college president, superintendent, or faithful teacher losing his position because he has had the courage to speak out on some civic, educational, or moral question. And the greater the shame when other college presidents, superintendents, and teachers, too cowardly to stand for the right themselves, speak with lack of sympathy of the downfall of those courageous spirits sacrificing their professional lives in the front of battle.

You may have already queried why small salaries have not been mentioned as one of the impediments. I am sure that good men and women are underpaid. I am also aware that devoted men and women are raising their salaries every year thru efficient services rendered. Money alone will never build a profession. Large salaries are not an absolute essential, else there would be no profession of the ministry. At a bar of fifty lawyers, possessing some of the best talent that has ever adorned the courts of Texas, not a single one has amassed a respectable fortune thru the legitimate practice of law alone. I am told that many of our richest doctors have accumulated their fortunes thru small investments judiciously made. Let men and women put into the work of teaching and business affairs the same efforts and devotion that the lawyer and doctor exhibit and we will have taken a long step toward the realization of a profession to be.

When the public conscience shall eliminate school management from vicious influences and teachers properly respect their work and themselves, when public sentiment shall give to the teacher the full rights of a citizen and the teacher shall apply business principles to business affairs, when the teacher shall manifest a genuine interest in the mental, moral, and physical welfare of the children taught, then will uplifted humanity place Aristotle above his pupil Alexander, Alcuin on the throne with Charlemagne, Ascham as exalted as England's virgin queen, and Mark Hopkins by Garfield's side. Under the teachers' banner will be marshaled the spirits of Mann and Parker and Harris and Baldwin and Burleson and the world's illustrious teachers of every age.

"Souls of the high heroic birth,
Souls sent to praise the shaken earth,
Souls that have built our faith in man
And lit the ages as they ran."

Who then, will fail to recognize the teacher's profession as one of the greatest of them all?

An Exculpation Note.

A teacher in a lower west side public school recently received the following letter:

"Kindly exculpate my son Moses from being one aggregate day absent. Because his mother subsisting sick, Moses had to sojourn in the house perpetual, so kindly apology him for not coming once day to school."

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

Week ending April 8, 1905.

For some time a committee of the New York city board of superintendents has been worrying over a number of serious charges brought against the principal of one of the high schools. The line of action to be pursued is plain, and there ought to be no doubt as to the outcome. But the question involved in the trial is a larger one than the purely personal and local questions would make it appear. Teachers, firemen, and policemen seem to be the only people under a supposedly democratic regime who are denied trial by a jury of their peers. This peculiar condition of affairs ought to engage public thought. At any rate, the teachers should take the matter in hand to secure for themselves the common rights of a citizen of this country.

Some wholesome lessons may be derived from military usage. If discipline is severe anywhere, it is in the army. Yet here the individual subordinate officer is accorded more respect than is the officer in charge of a school-room. A court martial's findings are final, as a rule. The superior officers are quite content to trust the judgment of such an organization. Trial by a jury of one's peers is a fundamental privilege. Are teachers to be deprived of it?

In New York city, as in most other cities, paternalism has been carried to an extreme in the educational system. Laws are imposed from above. Reports which cannot be of earthly use to any one are required. Changes in the course of study are made, or refused, as the case may be, by the rulers. Details of management are prescribed. Original effort is discouraged. Individual judgment is crushed. "The system" rules supreme. For this there may have been an excuse—tho we doubt it—when teachers were appointed chiefly because they "needed the job." But with the class of teachers now at work even this pretense of an excuse looks flimsy. If "the powers that be" fail to see the point, there will be organizations like the Teachers' Federation to impress it upon them.

Every school should represent a self-governing organism. Where this is not the case, there must necessarily be irritation and conflict and consequent waste of energy. In America let us live in an American atmosphere. The school as the nursery of American ideals and aspirations should be the best type of a self-governing institution.

There is a bill before the legislature at Albany, which is of vital importance to teachers' agencies in the state. It has had two readings and will come up for a third reading on Wednesday, April 5. It provides that all teachers' agencies in cities of first and second class shall take out licenses, whether they supply tutors and governesses or not. It is reported that Commissioner Keating is behind the bill. Reliable agencies are in favor of just legislation. But it does seem as if the present bill were a piece of objectionable class legislation. Teachers' agencies are not to be classed with employment agencies in the common acceptance of that term.

Dr. Nathan C. Schaeffer has been reappointed state superintendent of public instruction for Pennsylvania. Governors may come and governors

may go, but Schaeffer goes on forever. Pennsylvania knows how to show its appreciation of earnest and painstaking labor for education better than some other states that might be mentioned.

Schaeffer *lebe hoch!* and Henry Houck with him!

The Cecil Rhodes' 1905 scholarship for the state of Pennsylvania was awarded last week to John Nevin Schaeffer, of Lancaster, son of Rev. Dr. W. C. Schaeffer, of the Franklin and Marshall Theological seminary. Mr. Schaeffer is twenty-two years of age and a graduate of Franklin and Marshall. He was educated in the common schools of Lancaster, and made a record during his college course, not only for study but for athletics as well.

The Schaeffers seem to be "it" in Pennsylvania.

By the way, in the State of New York not one candidate passed the Rhodes scholarship Exams. Are the schools to blame?

Student Government.

The students of the Military institute of Marion, Alabama, have recently published their new constitution. This constitution was framed to provide for a fuller participation in the government of the school by the students.

For over a year the students have been experimenting in self-government. At the recent anniversary Dr. E. O. Lovett of Princeton university congratulated them on having carried the plan thru a sufficient number of crises to remove it permanently from the experimental stage.

"Yours is the real democracy," said Dr. Lovett in part, "the master's study and his heart-to-heart talks are robbed of all these terrors. An enlightened, educated public opinion is your only tribunal; you fear no power but the scorn of a gentleman—a punishment more severe than scalding steam; you know no law but the code of honor—based on the integrity of sound manhood."

Mr. Bryce on America Revisited.

After twenty-one years the Hon. James Bryce, M. P. of England is recounting his impressions of a recent visit to America. The first of his articles, under the heading, "America Revisited: The changes of a Quarter-Century," appeared in the *Outlook* of March 25.

Of Mr. Bryce's "American Commonwealth" it has been said that no book of modern times has shown a clearer vision of American faults or greater plainness in rebuking them, than this one. Those who have read this exhaustive study of American conditions twenty-one years ago, will remember that the author said that we should finally emerge from the bad habits we had fallen into and develop more and more those qualities that make for morality and civic righteousness. Now, after twenty-one years, he tells us that we have developed along the lines that make for greatness in a nation. He finds in these changed conditions much to encourage and applaud. He finds, besides our rapid strides in material progress, an equally healthy development in general education and civic conscience. Let us notice a few of his conclusions regarding general education in the United States.

"There has been within these last thirty-five years," he writes, "a development of the higher education in the United States perhaps without parallel in the world. Previously the Eastern states had but a very few universities whose best teachers were on a level with the teachers of the universities of Western Europe. There were a

great many institutions bearing the name of university over the Northern and Middle states and the West, and a smaller number in the South, but they gave an instruction which, tho in some places (especially in New England) was sound and thoro as far as it went, was really the instruction rather of a secondary school than a university in the proper sense."

In his "American Commonwealth," Mr. Bryce called attention to the character of instruction in our so-called universities at that time, saying that reformers who wished to extinguish the bulk of them or turn them into schools, reserving the degree-granting power to a selected few only, were mistaken, because improvement and development might be rejected. "But I did not expect," he continues, "that the development would come so fast and go so far. No doubt there are still a great many whose standard of teaching and examination is that of a school, not of a true university. But there are also many which have risen to the European level, and many others which are moving rapidly towards it. Roughly speaking—for it is impossible to speak with exactness—America has now not less than fifteen or perhaps even twenty seats of learning fit to be ranked besides the universities of Germany, France, and England as respects the completeness of the instruction which they provide and the thoroughness at which they aim."

Mr. Bryce's candid and encouraging report of our higher educational system will bring cheer to many conscientious workers.

Coming Meetings.

It is our desire to make this list as complete as possible. Any omissions or corrections will be gladly received.

April 8.—Adjourned session of the annual meeting of the Chicago Teachers' Federation, at 412 Masonic temple.

April 11, 4 p. m.—Board of managers of the Chicago Teachers' Federation in room 437, Unity building. Florence E. Tennery, corresponding secretary.

April 25—28.—Twelfth annual meeting of the Western Drawing and Manual Training association at the Chicago Art institute. The program is unusually complete and attractive.

April, 1905.—North Nebraska Teachers' association at Norfolk. Pres., J. A. McLean, South Omaha; vice-pres., A. V. Teed, Ponca; sec., Otilia Pilger, Norfolk; treas., W. H. Richardson, Carroll.

April 1905.—Central Nebraska Teachers' association. Pres., R. M. Thomson, Ravenna; vice-pres., C. W. Taylor, Geneva; sec., Aimee Whitman, Ord.

April 1905.—Southwestern Educational association at McCook. Pres., George H. Thomas, McCook; vice-pres., C. W. McMichael, Arapahoe; sec., Sadie B. Smith, Holdrege; treas., James O'Connell, Trenton.

April —Massachusetts Civic League, Boston, Mass. Sec., Edward T. Hartman.

Spring, 1905.—Western Drawing and Manual Training association, at Chicago. Pres., Lucy S. Silke, Chicago; Vice-Pres., Charles A. Bennett, Peoria, Ill.; Sec'y, Mary E. Chamberlain, Saginaw, Mich.; Treas., Annette Wales, Minneapolis; Auditor, J. E. Painter, Minneapolis.

June 27—29. West Virginia Educational association at White Sulphur Springs, president, A. J. Wilkinson, Grafton; secretary, Joseph Rosier, Fairmount.

The New York State university convocation of the regents and officers of institutions in the university, will hold its annual meeting at the capitol at Albany on Monday, Tuesday, and Wednesday, June 26, 27, and 28, 1905.

July 3-7.—National Educational association will meet at Asbury Park, N. J. Pres., Supt. William H. Maxwell, New York city; Permanent Sec., Irwin Shepard, Winona, Minn.

July 7-9, 1905.—Eastern Manual Training association, at Newark, N. J. Pres., Clifford B. Connelly, Allegheny, Pa.; Vice-Pres., Eli Pickwick, Jr., Newark, N. J.; Sec'y, Henry W. Hetzel, Central M. T. school, Philadelphia; Treas., William F. Vroom, St. Nicholas Terrace, N. Y.

July 11-13—Pennsylvania State Educational association at Reading.

July, 1905. Tennessee State Teachers' association. Pres., Supt. P. L. Harned, of Clarksville; sec., W. L. Lawrence, of Clarksville.

Oct., 1905.—Western Minnesota Educational association. Pres., County Supt. M. L. Pratt, Granite Falls.

Letters.

Overstimulation of Children in School.

Naturally, the more common and constant forms of overstimulation in our schools are seldom discussed. They do their work without interference. So familiar is their presence that we offer no challenge, make little attempt to check or banish, however well we know them for what they are—evils, mistakes never to be accepted as right or even as temporarily expedients.

As illustrating some of these mischief-making practices, three primary school-rooms come to mind, seen on a winter morning when each room was too dark, too crowded, and beset with noises from other room.

The principal, entering with a visitor, directed the teachers to have certain recitations,—reading, especially. This principal and the three teachers impressed one as fine, gentle, attractive women—in character, but not in manner or voice. Doubtless the ladies themselves hated that school-room voice; they must have done so, and as for the children, they could not possibly enjoy it. But are not a teacher's voice and manner held to be of especial importance? They ought, we are told, to be everything refined and winning, tender, reassuring, uplifting. Stimulating?—yes; but not in the Latin sense of the word—a sting, a goad used in driving cattle.

The picture of each of those teachers is clear to me now, especially of the first whom I saw. She was so alert, so confident, so efficient! A young girl, full of intention to do the work desired of her. Standing at the blackboard she would write, rapidly and well, long words furnished with many diacritical marks; then, with set face, she would whirl to the class and snap a glance over it, her look growing even more metallic as she ejaculated the name of a scholar, then another, then another; they, too, rise, fling out the syllables of their long words, and sit, as quickly as they possibly could. This went on for a period that seemed to me altogether too lengthy for the children; then there was an arithmetic lesson conducted by similar method. When the principal called across the room suggestions to teacher or pupil, it was in tones meant to be kind, I am sure, and courteous, but they were, oh, so loud, hasty, strident! startlingly so, making one's heart ache for the nerves and natures of the forty-eight baby scholars.

And another forty-eight and a third were watched that day—a small proportion of those under this same principal. The second set were taught by a pale, tired lady, dressed in mourning, embarrassed, decidedly not vigorous, not in love with her work just then. Her great effort seemed to be to hurry herself and her pupils. We did not stay there long.

The third teacher was a more healthily human person, perhaps, than either of the others. She was a contrast in that clearly she felt her pupils to be children, really children, and tiny and beginners at school. Her attitude toward them was different, warmer. She couldn't have whirled with rigid features, couldn't have been steely and snappy to forty-eight little bits of girls and boys. With a difference, she presented her "sesquipedalian words whose signification had never dawned upon the childish intellect." (The phrase was used by Dr. Maxwell in his St. Louis Exposition address, when alluding to old-fashioned methods in spelling classes of the average elementary school of twenty-five years ago.)

And so she was professionally a failure. Yes:

whatever the scholars had from her that was invaluable, they did not receive capable training. For the strain of trying hard to be a part of the rushing public school machine made the lady too nervous. The situation was impossible for her. She was pitiable there; but she was intelligent as to a teacher's duty towards children—that first duty of being human; a motherly, womanly woman, and presumably a good teacher for the right place.

She was not much like a machine; nor was Number Two, the pale teacher; but I should say that Number One was as nearly perfect a machine as our system can produce while its material for teachers is flesh and blood. The principal seemed to value Number One highly. I hardly believe that any teacher less young and strong could work at so high speed without giving the impression of unkindly intention towards scholars. This impression was not made upon a grown observer, but in the case of many a child I should think the contrary might be true.

Of the children in each room, I said to myself: "They do not look so unhappy as I should expect, tho they show no signs of pleasure. But they do look amazingly ill: why?" Here and there I saw one sensitive, hopeless. Many seemed incapable of taking any part in the recitations. But the strongest general impression made in these rooms was of sickness,—a dearth of ruddy cheeks, no mischief, no liveliness, practically no smiles. Whatever happiness was there, was of the most reserved sort. On the surface, resignation prevailed.

Passing from the building into a fairly clean and quiet street, the air delicious compared with that in the schoolrooms,—“Would it be worse, or better,” I desperately permitted myself to wonder, “Would it be really worse or better for those children to spend these years playing in the streets, in air and light, in life and freedom, with all its dangers? For the injury in there is awful!”

A change will come, of course. Surely that will be a blessed day when the public school Powers-That-Be shall conclude that no matter how important are certain studies, certain occupations—no matter how good, how vital—it is cruel folly to force many at once upon teachers and pupils—so many that machine methods must be the order of the day.

S. P. P.

Good Reading.

To prevent the reading of unprofitable books among high school pupils is a problem which presents itself to every high school. Here, as in some other things, the writer thinks the “Thou shalt not,” is sometimes too strongly emphasized. Generally speaking, when that which is wholesome to our nature is presented in the right way, our appetites will develop as fast as we can assimilate the matter.

The writer has always acted on the assumption that the less there is said about bad literature, and the more there is said about good literature, the better. With that in view, he has at different times prepared with considerable care short talks on certain books which he wanted his pupils to read.

A brief talk on *The Man Without a Country*, some time ago, brought no less than one hundred requests for the book. On the last day of January of this year, Edgar Judson Ebbels, a public reader of Montclair, N. J., read to our school from the *Pickwick Papers*. The writer asked the librarian of our city library to send to him the number of

calls for Dickens' works at the city library during the month of January, and the month of February.

Any marked increase in the number of calls during February could very properly be attributed to that talk. The figures submitted below are very suggestive.

	Jan.	Feb.
Barnaby Rudge	4	6
Bleak House	4	7
Christmas Tales	3	2
David Copperfield	7	9
Dombey & Son	3	6
Edwin Drood	2	3
Great Expectations	4	5
Lamplighter's Story	0	1
Little Dorrit	5	3
Martin Chuzzlewit	4	6
Message from the Sea	0	1
Nicholas Nickleby	7	8
No Thoroughfare	1	0
Old Curiosity Shop	5	6
Oliver Twist	4	5
Our Mutual Friend	2	2
Pickwick Papers	7	30
Tale of Two Cities	4	7
Somebody's Luggage	1	1
	67	108

W. A. WETZEL.

High School, Trenton, N. J.

Feeding School Children.

The discussion concerning the provision of food for needy pupils deserves consideration.

Supposedly the majority of those entitled to such benefits would come from the streets and intemperate or otherwise improvident. Probably the charity would be justified as worthy and wise, for doubtless not a few evil doers are such because underfed.

But when, where, and by whom, is the work to be done and paid for? Certainly our school buildings could not be used as social reformers for such purpose. The conditions of a heterogenous city population, the temptation to personal economy to take advantage of the benefaction and the popular impression that the public school is already departing in important directions from its original and proper mission, are deterrent considerations. Furthermore, it may be questioned whether it is not the province of the Board of Charities to care for the 70,000 or less breakfastless children who daily attend the 350 schools of the city. The Salvation Army has taken this view of the matter by accepting the suggestion and promptly acting in behalf of those in need. Should the board of education enter this charitable domain, it would seem advisable that the appropriation for that purpose should be expended under the supervision of the Charities Organization. It would, however, be well to formulate such regulations governing the introduction and management of this innovation as would distinctively characterize it as school work and confine its operations within school limits.

The time, place, and methods of distribution of meals could be referred to the charitable board. For many years this excellent charity has been practiced abroad in the schools of Paris (France) and at the present writing, the school authorities of London are taking the necessary steps to its introduction in the schools of that city. It may be noted that for the year 1904 the sum of \$350,000 was expended by the city of Paris for a like purpose.

If this matter should be endorsed by the board of education, we would urge the appointment of a committee of two to investigate the work in all its phases and most particularly as conducted abroad.

New York.

A. M. S.

Lack of Proper Food.

Oscar Chrisman, professor of paidology in Ohio university, says: "It is a noted fact that children admitted to reform schools show very greatly the lack of proper food, and about the first thing to be done with them is to build them up thru proper feeding. The tendency of the young to degenerate is aggravated by lack of proper food. The school must recognize the need of helping the wayward children by helping to make good homes for them."

Long Island City.

J. H. THIRY.

He was Very Much Alive.

When visiting one of the primary schools some years ago, the day before Memorial day, or Decoration day, as it was then more generally called. I, as usual, as a member of the school board, addressed the pupils. When closing I said:

"Well, children, you have a holiday to-morrow. What day is it?"

"Decoration day?" from all in unison.

"What do you do on Decoration day?"

"Decorate the soldiers' graves," said all together again.

"Why do we decorate their graves any more than others?"

This was a sticker, but finally one little fellow held up his hand.

"Well, sir, why is it?"

"Because they are dead and we ain't."—*Boston Herald.*

Elements of a Good Story.

Collier's Weekly recently closed the prize short story contest about which there has been so much talk in recent months. The three judges in the contest, Mr. Walter H. Page, Mr. William Allen White, and Senator Lodge, of Massachusetts, were unable to agree upon a verdict, but compromised by awarding the first prize of \$5,000 to Rowland Thomas, of Peabody, Mass.; the second prize of \$2,000 to Margaret Deland, of Boston, Mass.; and the third prize of \$1,000 to Raymond M. Alden, of Palo Alto, Cal. There were 12,000 stories received, and one of the striking features of the competition in which many of the leading authors of the country participated is the fact that the first and third prizes went to men who are comparatively unknown.

Mr. Page, one of the judges, has some splendid ideas of what constitutes a good story. These are well worth knowing. "A good story is—a good story," he says, "for there is not room enough in a weekly journal to undertake definitions. But this much is true—a story must be a succession of events and experiences, and a single picture or a mere description is not a story. It may be material for a story; but good material must be put together well to make a story. There were 'strong' manuscripts that failed, for this reason, to commend themselves to me. They were like pieces of good building stone, but they were not put together. So many writers seemed to mistake good material for good stories, that I wonder if this be not a common mistake in our time. Surely it is a fundamental mistake to forget that story-telling is an art, a difficult art, too. A man who has a stirring fact or a thrilling experience has not a story until he has used it in some proper way—has constructed it, has built it."

Scrofula is a bad thing to inherit or acquire, but there is this about it—Hood's Sarsaparilla completely cures the worst cases.

Summer Schools.

It is our desire to make this list as complete as possible. Any omissions or corrections will be gladly received.

The Champlain summer school, Cliff Haven, N. Y. Address: Rev. Thomas McMillan, C. S. P.

April 3—June 12.—Nebraska Normal college summer school, at Wayne, Neb.

June 1—July 15.—Virginia Normal and Industrial institute summer school, Petersburg, Va. (For colored teachers.) Address, the State Supt. of Public Instruction, Richmond, Va.

June 1—July 15.—The Virginia School of Methods, at the University of Virginia, near Charlottesville. Address, The State Supt. of Public Instruction, Richmond, Va.

June 6—July 19.—Nebraska Wesleyan university summer session at University Place, Neb.

June 12—June 30.—Summer school of primary methods, at the East school, Salem, Oregon.

June 17—Sept. 1.—The University of Chicago summer quarter. Address, The University of Chicago, Chicago, Ill.

June 19—Aug. 11.—New Mexico Normal university, Las Vegas, N. M. Address, Edmund J. Vert, President.

June 20—July 28.—Summer school of the South, at Knoxville, Tenn. Address P. P. Claxton, superintendent, Knoxville, Tenn.

June 26—Aug. 4.—Michigan State Normal college summer school, at Ypsilanti, Mich. Address, Pres. L. H. Jones, Ypsilanti, Mich.

June 26—Aug. 5.—Marietta college summer school. Address Pres. Alfred T. Perry, Marietta, Ohio.

June—Aug.—The Virginia summer school of methods. Address E. C. Glass, director, Lynchburg, Va.

July 3—Aug. 5.—Intercollegiate summer field course in geology, to be held in various sections of the Appalachian region for field study. Address, Prof. W. B. Clark, Johns Hopkins university, Baltimore, Md.

July 5—Aug. 9.—Bradley Polytechnic institute summer school of Manual Training and Domestic Economy. Address, Theodore C. Burgess, director, Bradley Polytechnic Institute, Peoria, Ill.

July 5—Aug. 9.—Summer school of manual training and domestic economy at Peoria, Ill.

July 5—Aug. 15.—Harvard university summer school of arts and sciences. Chairman, N. S. Shaler, S. D., LL. D. Clerk, J. L. Love, 16 University hall, Cambridge, Mass.

July 5—Aug. 16.—Syracuse university summer school, at Syracuse, N. Y. Address, The Registrar.

July 5—Aug. 16.—Syracuse university summer session, Syracuse, N. Y.

July 6—Aug. 16.—New York university summer school, University Heights, New York City. Address, Prof. Leslie J. Tompkins, Registrar.

July 6—Aug. 17.—Columbia university summer school. Address the registrar, Columbia university, New York city.

July 6—Aug. 17.—Yale university summer school of arts and sciences. Pres. Arthur Twining Hadley, LL. D. Director, Prof. E. Herschey Sneath, New Haven, Conn.

July 7—Aug. 16.—Cornell university summer school, Ithaca, N. Y.

July 8—Aug. 18.—The Chautauqua summer schools, Chautauqua, N. Y.

July 11—Marthas Vineyard summer institute. Pres. William A. Mowry, Ph. D., Hyde Park, Mass.

July 11—July 27.—The new school of methods in public school music, at the Whitney International School of Music, 246 Huntington avenue, Boston, Mass. Address, American Book Company, Washington Square, New York City.

Aug. 6—Aug. 19.—The new school of methods in public school music, at the Abraham Lincoln center, Oakland boulevard and Langley avenue, Chicago, Ill. Address, American Book Company, Washington Square, New York City.

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NEW YORK, CHICAGO, and BOSTON.

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Notes of New Books.

Webster's Imperial Dictionary of the English Language.—This magnificent book, of 2125 pages in all, contains the original work of the great lexicographer, Noah Webster, which has been revised and added to by over one hundred educators; specialists, and other scholars, the work being under the editorial supervision of Thomas H. Russell, LL. B.; Albert C. Bean, M. E., LL. B.; and L. B. Vaughan, Ph. B. Since Noah Webster compiled his original dictionary there has been a marvelous growth of the English-speaking race, and a scarcely less marvelous expansion of the language. At the present time a dictionary must not only be acceptable in the United States, but in Great Britain, Canada, India, Australia, South Africa, and other places where English-speaking people have taken root. It would scarcely be possible for one man, unassisted, to make a dictionary such as is required at present. This remark throws no discredit on the work of Noah Webster; it serves to show how thorough that work was when it can still serve as the basis of a dictionary, and bear his name as a recognition of the service he rendered the language.

The idea which has found embodiment and expression in this new Webster's dictionary was conceived by Mr. George W. Ogilvie ten years ago. Some time was spent in organizing a corps of editors; the final literary labor of preparing this work for the press was compressed in a period of about three years. The aims were to prepare a dictionary for all English-speaking people, and one that would take its place in the highest class of such works. How successfully the task has been performed appears from a critical examination of these pages. The old list of words and the thousands of new words that have come into use in recent years have been included in the vocabulary from A to Z; it is a great advantage to have these words all in one list. Then we must notice the clearness of the definitions, the aptness of the illustrative quotations, the beauty of the typography, and the number and quality of the illustrations. All these, and other features, make this a book of reference, suited to the needs of the author, the educator, the business man, or any one following any profession or calling.

Here are some of the special advantages the publisher claims for this dictionary: 1. Its vocabulary of the words used by the English-speaking people and found in their literature is complete and self-contained. 2. The only words capitalized in the vocabulary of the dictionary are those which should be written or printed with a capital initial. 3. The pronunciation of every word in the dictionary is plainly indicated by a system of diacritical markings, the significance of which is exemplified at the bottom of each page. 4. Words are only respelled for pronunciation in isolated instances, where the correct pronunciation cannot be indicated by diacritics, and thus the average reader is not confused by two apparent spellings of the same word. 5. The typographical appearance, arrangement, and style of the work are such as to assist the reader in his search for the information desired. 6. The compound words require no additional effort for their finding, being treated as all other words and placed alphabetically in the vocabulary. 7. Being a complete word-book of the English language, it will be valuable wherever English is spoken.

The appendices cover 169 pages. There is a gazetteer of the world based upon the latest census returns and official estimates; a dictionary of authors, with titles of their principal works; a dictionary of noted names in standard fiction, mythology, legend, etc.; a pronouncing dictionary of Scripture proper names and foreign words, with their meaning and place in the Bible where they are to be found; a pronouncing dictionary of Greek and Latin proper names; dictionaries of abbreviations and contractions and of biography; signs and symbols used in writing and speaking, etc. There are several thousand illustrations, colored plates, and tables.—(George W. Ogilvie, Chicago. Price, \$5.00 bound in full law sheep; \$3.00 bound in Russia leather—both editions thumb indexed without extra charge.)

Altho the dream may never become reality, there is, hidden down in the heart of at least one educated person in three, a desire to be a writer. *The Letters of Theodora*, by Miss Adelaide L. Rouse, are cordially recommended to the attention of all such would-be writers and to all their friends as well. Theodora Varney was a South Dakota school teacher who made up her mind that writing was her forte. She forthwith resigned her position and started for New York. Her experiences in the metropolis are told in a series of bright, entertaining letters, written to a friend in New Jersey. These letters reveal all the difficulties and sorrows of life in a New York hall bedroom, with economical lunches of ready-cooked breakfast food and "quick cocoa" in lieu of home-cooked dinners. Theodora writes a novel which is published, but with returns to the writer that are so pitifully small as hardly to be worth mentioning. Stories come back from here, there, and everywhere, until the poor little writer is heartily discouraged, but, plucky American girl that she is, she won't give up.

A chance meeting with a society leader, brought about by a friendly newspaper woman, results in Theodora's giving some lectures by whose aid she keeps her head above water. Then comes a trip to London, and finally the little authoress most sensibly decides that her fate is after all to be life assistant to a literary man, a professor in Columbia university, whom she has known all her life, and whom the reader hopes and expects, from the very first letter, she will marry.

The letters make a good story and very enjoyable reading. To cure the lonesomeness that Friday night away from home is sure to bring to the weary teacher, read *The Letters of Theodora*. It is worth more than all the spring tonics advertised. (The Macmillan Company, New York.)

The Master of Millions by George C. Lorimer contains enough sensational material to equip several melodramas with a plot. It is constructed on the lines popular with novelists a half century ago, namely introducing a new character in each chapter, and getting the threads of their actions into a snarl that is only unraveled when the author is ready to write "Finis."

The book is pessimistic in tone, for the majority of the people whom it depicts are ready to advance their own material interests, no matter at what cost to the reputations and lives of others. Nevertheless it is exceedingly fascinating, for the writer's scholarship lends interest to even the sordid scenes with which the story abounds. It is to be deplored that Dr. Lorimer made certain actors in this tale typical of certain creeds and classes. The prejudice this will create will cause many readers to lose sight of its moral. (Fleming H. Revell Company, New York. Price, \$1.50.)

House and Home is one of the "Woman's Home Library" series, edited by Margaret E. Sangster. It is a practical book on home management. There are a vast number of people who are comfortably off and yet not rich, who can give thought to their dwellings and the surrounding grounds. Such recognize that the house is the visible sign of the mental attainment of those who live in it, and they strive to make that and its contents significant. The house is more than a place to eat and sleep in; it is a place into which spiritual beings come and from whence they go day by day. What kind of lives they shall live there is a question of momentous importance. Therefore the department of the master and mistress, and even the furniture and its care must receive thoughtful attention. The authoress, Mary Elizabeth Carter, has in the twenty chapters of this book condensed a great deal of practical and suggestive knowledge. Some of the chapters are: Choosing a Home; Furnishing the Home; Servants' Rights and Privileges; The Kitchen and Cooking; all the others are as practical. The author evidently knows her subject thoroughly. She advises as to the ordinary routine that will yield comfort; her object is not to enable display but happiness. Such a volume is to be highly commended; its object is to enable the housekeeper to get most out of life. (A. S. Barnes & Co. Price, \$1.00.)

Children Affected

By Mother's Food and Drink.

Many babies have been launched into life with constitutions weakened by disease taken in with their mother's milk. Mothers cannot be too careful as to the food they use while nursing their babes. The experience of a Kansas City mother is a case in point:

"I was a great coffee drinker from a child, and I thought I could not eat a meal without it. But I found at last it was doing me harm. For years I had been troubled with dizziness, spots before my eyes, and pain in my heart, to which was added, two years ago, a chronic sour stomach. The baby was born seven months ago, and almost from the beginning it, too, suffered from sour stomach. She was taking it from me!

"In my distress I consulted a friend of more experience than mine, and she told me to quit coffee, that coffee did not make good milk, and I have since ascertained that it really dries up the milk.

"So I quit coffee and tried tea and at last cocoa. But they did not agree with me. Then I turned to Postum Coffee with the happiest results. It proved to be the very thing I needed. It not only agreed perfectly with baby and myself, but it increased the flow of my milk. My husband then quit coffee and used Postum, quickly got well of the dyspepsia with which he had been troubled. I no longer suffer from dizziness, blind spells, pain in my heart or sour stomach. Postum has cured them.

"Now we all drink Postum, from my husband to my seven months' old baby. It has proved to be the best hot drink we have ever used. We would not give up Postum for the best coffee we ever drank." Name given by Postum Co., Battle Creek, Mich.

There's a reason.

Get the little book, "The Road to Wellville," in each package.

The Educational Outlook.

The committee for the selection of Rhodes scholars in New Jersey has announced that four applicants from Princeton passed the qualifying examinations held in Trenton in February. The successful applicants are Charles C. Mierow, James Gilmore, Fred Russel Nason, and Robert W. Kellogg. In addition to these four, B. L. Alexander, of Princeton, and R. W. Leary, of Rutgers, are eligible. From these six the New Jersey scholar will be selected.

The Massachusetts civic league has been busy lately introducing various bills before the house. Among them are bills for the inspection of private charities; a supplementary tramp bill, and the early release of first offenders in drunkenness.

The Hoboken, N. J., Land and Improvement company recently offered prizes of \$5 each for the best solution of the example, "What would the \$90,000 paid by John Stevens in 1784 for the land comprising Hoboken amount to at the present time (121 years) if compounded annually at the rate of six per cent?" The prizes were awarded to Bessie Ross of the high school, and Charles Fischer of public school No. 1. Her answer was \$103,813,111.14. Charles Fischer's answer was 71 cents difference. Twenty-four girls and boys entered the contest.

We are glad to announce that the twenty-sixth annual session of the Marthas Vineyard summer institute will begin Tuesday July 11, 1905. Perhaps no other school for teachers offers a more varied and attractive summer school program, with such an excellent corps of instructors. In addition, you must remember that Marthas Vineyard is beside the "wrinkled sea."

Supt. Z. H. Brown, of Nashville, Tenn., closed his thirty-nine years of service as a teacher last week. The ceremony connected with his leave taking was very impressive. During the exercises Mr. Brown presented the Elliott school with a beautiful magnolia tree. The tree was planted in the southeast corner of the yard. There were many expressions of love and good will from the teachers and pupils.

Boston Teachers' Examinations.

Candidates for the high school, headmasters certificate; high school certificate, special commercial certificate for high schools; special manual training and mechanical drawing certificate for high schools; special certificate for evening schools in bookkeeping, commercial geography and commercial law; in phonography, typewriting, penmanship and for special certificates in drawing and physical training, will be examined in the girls' high school, at West Newton street, on Friday and Saturday, April 28 and 29, 1905 at nine o'clock A. M. Attendance at these examinations will be required both days.

The secretary, Mr. Brooks, says that the examinations for high school certificates differ radically from the former requirements in that a much greater emphasis is placed upon the subject which the candidate is to teach and less emphasis upon the so-called elementary examination. Under the old plan every candidate was examined in eleven subjects. Persons of ten years' successful experience as teachers of some special subject, such as French, were ill-prepared to pass examinations in algebra or physics or botany. Many of the ablest teachers would not take the examinations. In fact the shorter the teaching experience of the candidate the better able he has been to pass the examinations. Under the new plan the fact that

the candidate must be a college graduate is accepted for the greater portion of the general examination and the candidate is called upon to show that he is thoroly prepared in his special subject and its allied branches.

Dr. Capen's Successor.

The trustees of Tufts' college elected Rev. Frederick W. Hamilton, D. D., pastor of the First Universalist church of Roxbury, temporary president to fill the vacancy caused by the death of President Capen. Dr. Hamilton has been chairman of the executive committee of the college for the past eight years.

Elemer Hewitt Capen, late president of Tufts college was born at Stoughton, Mass., April 5, 1838. In 1860 he graduated from Tufts. While still in college he was elected to the Massachusetts legislature. After graduation Dr. Capen entered the Harvard law school and was admitted to the bar in 1864. For a short time he practiced at Stoughton, the place of his birth. He was not satisfied with this profession it seems, for soon after he studied theology, and in 1865 was ordained pastor of the Independent Christian church at Gloucester, Mass. Later he was called to the First Universalist church at Providence, R. I.

From 1870 to 1875 Dr. Capen was a member of the Massachusetts state board of education. In 1875 he was elected president of Tufts college.

Dr. Capen's death on March 22nd came as a great shock to all who knew and loved him. Never before in its fifty years of existence has Tufts college suffered a loss so keenly felt. For thirty years he has been an efficient and progressive administrator of the educational affairs of the college, and all his life a true friend of higher education.

Chicago Principals.

At a recent meeting of the board of education the death of John McCarthy, principal of the Carter H. Harrison school, was reported by the superintendent, who recommended that the position made vacant by his death be filled by the election of former district superintendent William C. Payne, at the maximum salary of the first group of principals of elementary schools, which is \$2,500 per annum.

Miss Caroline W. Straughan of the Healy school was transferred to fill the place made vacant by the death of Prin. C. G. Stowell of the Newberry school.

The superintendent thought that Miss Margaret C. Adams, now principal of the Scammon school, should be placed in the first group of principals.

She was formerly principal in the Longfellow school which was in the first group for many years preceding 1902, and has been since that year. He therefore recommended that Miss Adams be placed in the first group.

All the above recommendations were adopted by the board.

Bravo, Los Angeles!

Los Angeles, California, has just had one of the most unique school board elections ever held. By a vote of more than ten to one the electors declared themselves in favor of the issuance of school bonds aggregating \$780,000.

The feature of the election was its simplicity. There was no red tape about it, all the usual methods were dispensed with. It was not even necessary to go home to vote. The citizens voted anywhere where they found an election board, all that was required being a statement that the voter was a genuine elector, and had been in the city thirty days preceding the election.

The election was carried on by the board of education, and they have made

provision to handle all the money, thus taking it out of the control of the city council.

It will be rather interesting to note the ultimate result of this election. Some have declared that it is illegal and that the bonds will not be worth the paper they are written upon. The board, however, thru the assistant district attorney, have no fears in this regard, saying that there is no ground for alarm as to the validity of the bonds.

Gifts to Education.

Milton H. Wilson, a resident of Evanston, Ill., has given \$250,000 to Northwestern university.

Rev. A. W. Fismar, announces a gift of \$25,000 toward the expense of a new building for the German Theological seminary, at Bloomfield, N. J.

The endowment fund of \$500,000 for the Hebrew Union college, at Cincinnati, Ohio, will in all probability be subscribed and collected by the first of July. Mr. Bernhard Bettmann, a member of the board of directors, said that as soon as the first \$500,000 has been raised the board will at once set to raise another half million, a part of which will be used to purchase lots and erect buildings for the college. The remaining part will be used for the endowment fund.

Ernest K. Adams, class of '97, has made a valuable gift to Columbia university. It includes a large collection of physiological apparatus and electrical engineering testing instruments. In addition to the gift \$50,000 was given by Edward D. Adams in memory of his son. This amount will be used to establish the Ernest Kempton Adams fund for physical research.

It is announced at Syracuse university that Mr. John D. Archbold, of New York, has offered to build for the university a new athletic field and stadium. The stadium will be in the form of an amphitheater, with seats on three sides and a gymnasium at one end. Inside of this will be a quarter mile track and athletic field.

Mount Holyoke college, as the residuary legatee of the estate of the late William C. Todd, of Atkinson, N. H., has received the first settlement made by the executors. It amounted to \$172,619.

Mr. Justus C. Strawbridge, formerly head of the large dry-goods firm of Strawbridge & Clothier, and one of the most prominent citizens of Philadelphia, has resigned as a member of the board of managers of the archeological museum of the University of Philadelphia. Mr. Strawbridge preceded Mrs. Cornelius Stevenson as president of the museum, and had expended much time and money in its support. This is the sixth resignation from the board caused by Canon. Peters charge against Dr. Halprecht, the Assyriologist, who is in charge of the exploration of the University of Pennsylvania.

In 1901, Mr. Frank A. Sayles of Pawtucket, R. I., gave to Brown university the sum of \$50,000 as a memorial of his mother. The money was to be expended in such manner as the president of the university, with the consent of Mr. Sayles, should decide. In accordance with this stipulation, the money will now be used to erect a gymnasium for the Woman's college at Brown. The Rhode Island Society for the Collegiate Education of Women has given a site for the gymnasium on Cushing street, and proposes to raise an endowment. The plans of the gymnasium are now being drawn, and it is hoped to have it ready for use early in the next academic year.

Mr. Andrew Carnegie has informed Tufts college that he will give \$100,000 to the college for the erection of a library. The building will accommodate 65,000 volumes. The present library building at Tufts was formerly used as a dormitory, and when the new library is ready for occupancy, it will be restored to its original use.

The will of the late James C. Carter, the eminent New York lawyer, was filed for probate on March 11, and it is disclosed that the \$200,000 which it had already been announced that Mr. Carter had bequeathed to Harvard university, is for the establishment and maintenance of a professorship in the law school "for the especial cultivation and teaching of the distinction between the province of the written and unwritten law." With the fine courtesy which distinguished Mr. Carter thru his life, he expressly declared, however, that he did not intend to control the discretion of the university in the application of the money. He simply indicates this use of it as his preference.

In addition Mr. Carter gives \$100,000 for such general uses of Harvard as the president and fellows shall deem best.

President Denny of Washington and Lee university, announces that Mr. Andrew Carnegie has promised to give \$50,000 to the university for the erection of a library, provided the friends of Washington and Lee will raise an additional \$50,000 for the library's maintenance.

It was announced on March 18 that Mr. H. H. Rogers of New York will erect a new high school building for Fairhaven, Mass., his native town. The cost of the new building is not given, but it is understood that in equipment and decorations it will be superior to any other high school in Massachusetts.

State Examinations.

Examinations for 1905 at Albany.
Uniform examinations—April 13-14, Aug. 10-11, Nov. 9-10.
Training class examination—June 14-16.
Kindergarten examination—June 14-16.
Regents examinations—June 12-16, Sept. 26-28.

EXAMINATIONS FOR LIFE STATE CERTIFICATES.

Albany—at high school building.
Binghamton—at high school building.
Buffalo—at normal school building.
Elmira—at the academy.
Kingston—at the Kingston academy.
Liberty—at high school building.
New York—at training school for teachers, 119th street and Second avenue.
Ogdensburg—at the academy.
Plattsburg—at normal school building.
Rochester—at high school building, Fitzhugh street.
Syracuse—at high school building.
Utica—at advanced school building.
Watertown—at high school building.
Special drawing examination Aug. 24-25—at the places named above.
Elementary examinations for rural schools—June 13-14, Dec. 19-20.

Recent Deaths.

Mrs. Emma A. Thomas, for over eighteen years supervisor of music of the Detroit public schools, died at her residence in Detroit Sunday, March 26. Mrs. Thomas was born in Detroit in 1854, and after being graduated from the high school took up music. She resigned as teacher in the public schools to open the Thomas Normal Training school which she was directing successfully at the time of her death and with which her son and daughter, Louis A. and Jennie Louise are connected. Private services were conducted at the house Tuesday, March 28.

In and Around New York City.

The Educational Exhibit of the New York City Schools will remain in the American Museum of Natural History, 77th street and 8th avenue until the 15th of April. It has not yet been decided as to where its home will be after that date.

The Schoolmasters' Association of New York and vicinity will hold its regular meeting on Saturday, April 8, at 10.30 A. M., in the assembly-room, University building, Washington Square, east, Manhattan. The topic of the morning will be, "Some Historical Types of Secondary Schools," (illustrated). Dr. Paul Monroe, of Columbia university, will be the speaker.

The meetings of the association are open to all who are interested in secondary education.

The twelfth annual report will appear in May. Every member is requested to notify the secretary immediately of any change either in home or school address.

More than fifteen hundred works were submitted for the twenty-seventh annual exhibition of the Society of American Artists. All were of a higher average of merit than ever before, and came from every part of the country, emphasizing the importance of New York as an art center.

The Mothers' clubs and Parent associations of Brooklyn held their annual convention March 31. The convention was under the auspices of the Brooklyn institute. Miss Fanniebell Curtis, chairman of the kindergarten section and director of the kindergartens in Brooklyn, presided. Dr. A. F. Schaeffer was the chief speaker. Several songs were given by Mrs. Amy Wood Sims, accompanied by Miss Josephine K. Mix. Mrs. Kate Upson Clark closed the exercises, speaking on "Essentials and Non-Essentials of Life."

Beginning Monday June 12, at 9 A. M., the city superintendent of schools will conduct an examination of applicants for admission to the training schools for teachers. Those who have completed a four-year course in the city high schools will be examined in their respective high schools. Those who have completed similar courses in other institutions, approved by the state commissioner of education, will be examined in the New York Training School for Teachers, 119th street near Second avenue, Manhattan, and in Brooklyn Training School for Teachers, Prospect Place near Nostrand avenue, Brooklyn.

All those who desire to be examined are expected to meet in either of these schools at 2 P. M. on Wednesday, June 7, to make formal application and to file their certificates from principals.

The New York schoolmasters' club will have its monthly dinner on Saturday evening, April 8.

Principal Myron T. Scudder of the state normal school, New Paltz, N. Y., will speak on, "The Civic Idea in School work." Discussion by Principal Walter B. Gunnison, and Principal A. C. McLachlan, of the state normal school at Jamaica, N. Y.

The women principals of the public schools of New York city have protested against return to the system of branch schools. This protest was forwarded to the board of superintendents with a statement that the committee on elementary schools agrees with the sentiments expressed in the protest.

Burton Holmes will lecture on "The Russian Empire," at Carnegie hall, April 9, at 8:15. Same lecture at the Lyceum theater, April 10 and 11, at 3. His Japan lecture will be given at Carnegie

hall April 16, at 8:15, and at the Lyceum theater, April 17 and 18, at 3.

Columbia university in New York City has made arrangements by which the members of the National Educational Association can visit New York and vicinity at the close of the Asbury Park and Ocean Grove meeting.

Extensive preparations have been made to entertain the visitors. The program covers Saturday, Sunday, Monday, and Tuesday. July 8-9-10-11. Further information and detailed program may be had by applying in writing (in advance) to Frederick P. Keppel, secretary of Columbia university. The City Teachers' Association will establish bureaus of information at Bretton hall and Earl hall, Columbia university; and at some point on 23d street, near Fifth avenue. (See later circulars.)

Ousted by Marriage.

An amendment to the New York city charter has just been introduced in the legislature by Assemblyman Hartman. It provides that any unmarried woman now employed in the public school shall lose her position if she marries. There seems to be no lack of persistency on the part of the board to rid the schools of women who look forward to marriage. The controversy has able champions on both sides. It is to be hoped that some day this question may be settled once and for all. It is hardly just to the teachers to have this hanging over them. The amendment proposed by Mr. Hartman is as follows:

"Female principals, heads of departments, directors, supervisors, assistant directors, assistant supervisors of special branches and teachers in all the schools under the jurisdiction of the board of education, except those now employed as assistants and designated as additional teachers, shall forfeit their positions and the same shall become vacant upon marriage; provided, however, that said board of education may, in its discretion, where a husband is incapacitated thru physical or mental disease from earning a livelihood, or in case of of abandonment, reinstate, reappoint, or reemploy such female principals * * *; and, provided, also, that the provisions of this act shall not operate to forfeit the position of any such female principal * * * who shall have married prior to the passage of this act."

Coming Examinations.

Written and oral examinations for license to teach in the New York city schools will be held by the board of examiners during the months of April and May. In June the city superintendent will examine all who desire to enter the training schools for teachers both in Manhattan and Brooklyn.

On April 13-14, at 9.30 A. M. at the Hall of the Board of Education, Park avenue and 59th street, there will be oral and practical examinations for license as teacher of physical training in elementary or high schools. Those coming from a distance will be examined orally on Friday, April 14. The oral examination will include a practical test with a class in physical training, as well as individual performance. Applicants are supposed to come provided with gymnasium suits for use in the practical tests.

On Monday, May 1, at the same place and hour, there will be a written examination for kindergarten teachers. The next day, May 2, an oral examination for the same license will take place.

Thursday, May 18, at 9.30 A. M., there will be a written examination for teachers of sewing in the elementary schools.

An oral examination will be held at the call of the board of examiners. Both of the above examinations will be held at the Hall of the Board of Education.

Salary Divisions.

The by-laws committee decided recently that the graduating class teachers are not entitled to a higher salary than they are now receiving.

Two different classes of claims are involved. When the Davis law went into effect, the schedule of salaries provided that unless and until a teacher of the graduating class has had four years' prior experience he could not draw the maximum salary. Under this by-law a number of graduating class teachers were not paid any annual increase for the first years of their services. One of the teachers claimed that the charter provided that every teacher was to receive an equal annual increase. The corporation counsel, to whom he submitted the question, agreed with him.

Later on a number of other graduating teachers contended that schedule No. 7 as adopted by the board of education in January, 1901, and which provided for the reaching of the maximum salary at the end of seven years of service, meant years of service in the schools.

The report of the sub-committee who have been investigating the matter denies the claim of the teachers. This report has been adopted by the committee, and contends that the intent of the board of education thruout has been to permit the teachers to enjoy or receive the maximum salary provided for by the statute, and within the period so provided and not before.

The statute says—that the maximum shall be reached after ten years of service generally, or after ten years of service in the public schools. This was the object and sole aim of the amendment.

The Shortened Day.

The board of education by a vote of 22 to 12 has declared in favor of shortening the school day for the first year classes from five hours, to three and a half hours. The charter says that the course of study can be changed only by initiative of the board of superintendents. City Superintendent Maxwell emphatically declares that the board of superintendents will not consider the action of the board of education.

He said the action of the board was null and void, as it was contrary to the by-laws. In his statement, Dr. Maxwell continues:

"The main question before the board of education and the public is not a question of the course of study. It is not a question of 'fads.' It is not a question of 'essentials and non-essentials.'

"It is a question of whether children in the first-year grades shall have schooling for five hours a day. It is a question of whether nearly 80,000 children in this city shall be deprived of one and one-half hours' schooling a day.

This question was not settled by the vote in the board of education March 29. The by-laws provide for a five-hour day. The by-laws may be changed only by a two-thirds vote of the board; that is, thirty-one members must vote in favor of a change to make it effective. Whether such a number of votes may be obtained will depend, I have no doubt, in the end, on whether the fathers and mothers in this city desire to have their children attend school during the first year—in the 1A and 1B grades—three and one-half instead of five hours a day.

"From the evidence that has come to me during the last twenty-five years I have been forced to the conclusion that parents do not desire the shorter day. Whenever and wherever it has been necessary, thru lack of school accommo-

dations, to give children less than five hours a day of schooling, I have received numberless complaints from the parents affected. I have never received a single letter expressing satisfaction with the shorter day.

"In advocating the retention of the five-hour day and the building of sufficient school-houses to give a full day's schooling to every child I have felt that I have been standing for what the people want and defending the rights of the children.

If we could reduce the size of our first-year classes to twenty-five or even thirty pupils to a teacher, the shorter day would not be so objectionable. But the classes in the first year average in all the thickly settled parts of the city fifty pupils, and in some districts sixty pupils, to a teacher.

SHOULD NOT BE REDUCED.

"Therefore the time should not be reduced, because a teacher has not the time to hear fifty or sixty pupils recite individually in three hours and a half.

"If our children could play in the open country, or even in spacious playgrounds, I should not object so strenuously to the shorter day; but where the crowded, narrow street, with sunlight excluded, is practically the only playground, I advocate the longer school day.

"Is it better for the child of the tenement to be on the street, exposed to all moral and physical peril? Or is it better for him to be in a school-room, where, in addition to teaching him to read, write, and cipher, we try to do something thru hand work, recreation, and physical exercise, to make up to him for the absence of sunlight in the streets, for the absence of fresh air, for the absence of green fields, for the absence of that training thru hand work which the country boy receives?

"I can conceive of but one answer—the school is better than the street.

"I have advocated the five-hour day also because it relieves the over-burdened wife of the poor man, who has to do all the work of the home, of the care of her children for five hours a day, instead of three and a half, by placing them in a school where she need have no anxiety regarding their welfare.

"In taking this ground I feel that I am standing for the safety of the home and the best interests of the mothers and children of this city. If it shall prove to be true that, for a quarter of a century, I have been wrongly interpreting the feelings of the fathers and mothers of this city I shall, indeed, be surprised.

"The time has come when the people should speak with no uncertain voice as to whether they want the school day shortened."

Ethical Culture School Exhibit.

From Thursday March 30 until Saturday 4 p.m. April 1, the Ethical Culture school at Central Park west and Sixty-third street, was thronged with visitors to inspect the annual exhibit. A corps of students were constantly on duty to conduct the visitors thru the rooms where the various exhibits were displayed. In fact all parts of the building were open to the public, giving an excellent opportunity to see one of the most thoroly equipped private schools in the city.

The exhibit, from the kindergarten to the work of the alumni, was most interesting and complete. One striking thing about them all was the original and practical work done by the pupils. A bright little girl told of the visit of her class to Brier Cliff farm where they studied the process of the milk from the time it is bottled until it comes to the city either in the crude state or in the form of cheese or butter.

Later on THE SCHOOL JOURNAL ex-

pects to present the work of the Ethical Culture school in detail, accompanying the article with photographs of its various departments. In general it might be said that the work of the students, may cover a course of sixteen years—two of kindergarten, eight of elementary, four of high school, and two of training for teachers. The graduates also, may continue their work after leaving school. How well they do it was seen in the alumni exhibit, which was unusually large and attractive this year. One student in a textile school exhibited various kinds of cloth, trousering, shirting, etc., which he had designed and executed. Another, a housewife and student, had two exhibits, one of preserves and jellies, the other the results of her present studies. One young engineer showed the model of a centrifuge. An early graduate showed a Persian rug of his own design and making.

It is estimated that over 2,000 people visited the exhibit. From every standpoint it has been the best the school ever had.

Burton Holmes.

Beautiful Ireland, rich in sincere kindly smiles of welcome, in ragged lines of Irish coast and soft sweep of undulating country dotted with lakes and trees. We saw it all in wonderful pictures, and heard about it in graphic word painting



Burton Holmes.

in Carnegie hall, Sunday evening, April 2. We saw something else beside beauty of landscape and sea. We saw the poor of Ireland, women and children whose faces expressed the agony of Ireland's fruitless struggle. We saw their poor homes in all their wretchedness, and we wondered if England was ever going to do anything about it.

The pictures of Fingal's Cave, Giant's Causeway, Lake Killarney, and other scenes were excellent. Mr. Holmes is a model traveler, and a model talker. One gets a better idea of Ireland from his two hour travelog than the reading of many volumes of description could give.

Liver and Kidneys

It is highly important that these organs should properly perform their functions.

When they don't, what lameness of the side and back, what yellowness of the skin, what constipation, bad taste in the mouth, sick headache, pimples and blotches, and loss of courage, tell the story.

The great alterative and tonic

Hood's Sarsaparilla

Gives these organs vigor and tone for the proper performance of their functions, and cures all their ordinary ailments. Take it.

Our Philadelphia Letter.

Despite much rough handling in the state senate there is still every probability that the bill for the reorganization of Philadelphia's school system, altho in an amended form, will be passed before the legislature adjourns. As originally drafted by the education commission, the bill received the approval of the Republican party boss, Israel W. Durham, who also promised the commission that it should be enacted. Protests of the party lieutenants against the board of education having complete control of the school funds however has induced Durham to change his views and consent to the bill being amended whereby the city councils are given complete control of all school moneys. Under that amendment the councils will have greater power in this regard than under the present system, and instead of relieving the schools of the incubus of councils' interference with the proper administration of the schools, the new bill will accentuate the evil. Whatever financial advantage may be gained under the bill lies in the fact that the minimum annual amount appropriated for the maintenance of the schools and for permanent improvements shall not be less than about \$6,000,000 based on a direct school tax of five mills on the assessed valuation of the city. Councils however will have the power to so appropriate this money as to make it impossible for the board of education to use the whole of it for the purposes designated as may be gathered from the wording of the amendment which reads as follows:

"All moneys thus raised shall be appropriated by the councils to and for such purposes as to them shall seem best and shall not be expended by the board for any other purpose, nor for any one purpose in a greater amount than shall

be authorized by councils, and no moneys shall be drawn from the city treasury except by due process of law, or upon warrants on the treasurer thru duly authorized officers of the board of public education, and countersigned by the city controller, which shall state the particular item to which the same is chargeable." The amended bill provides also that balances at the end of the year in any item shall merge into the city treasury and be thereby lost to the schools.

The annual appropriation for the maintenance of the schools in recent years has been about \$4,000,000, while appropriations for new schools and the purchase of school sites have fluctuated from a few thousand dollars to as much last year as \$2,200,000 raised by a school loan for that amount. This year \$4,300,000 was appropriated for maintenance, and nothing for permanent improvements.

Henry R. Edmunds, president of the board of education and member of the education commission that drafted the reorganization bill, points out that under the senate amendment councils are given absolute discretion as to the purposes to which school moneys shall be applied. Under such system he says that much more money could be appropriated for specified purposes than was either needed or could be properly expended, so that at the end of the year the unexpended balance would revert to the city treasury to be applied by councils for any municipal purposes they might elect, regardless that such money was raised originally solely for school purposes.

With such power, says Mr. Edmunds, councils could arbitrarily fix salaries and determine the number of teachers, assistant superintendents, and all other employees of the board of education and

by curtailing appropriations in one direction and increasing them in others, actually control the whole administration of the schools.

In its original form the education commission's bill has been endorsed by the board of trade and virtually by every prominent civic association in the city, while these same bodies also have adopted resolutions vigorously protesting against the senate amendment as being inimical to the best interests of the schools. Regardless of the strong feeling in the community against the changes in the bill, the Republican party leaders have ordered the bill passed by the legislature as amended. It has already been acted upon by the senate and sent to the house of representatives, where it is certain that Durham's behests will be obeyed. Hope is expressed in some quarters that Governor Pennypacker will veto the measure when it reaches his hands. This hope is based on the fact that the governor before being elected to the common pleas court bench was for many years a member of the board of education, and is therefore well versed in the needs of the schools, and knows very fully the evils of the present system which it was hoped would be wiped out by the reorganization scheme. Durham is all powerful in the legislature, but it is doubtful how far his influence extends with Governor Pennypacker.

It may be of interest to state that of all the money expended for the maintenance of the Philadelphia schools during the last two decades, the city has contributed only three-fourths, the other fourth having been appropriated by the state. The state's appropriation for the support of the Philadelphia schools averages nearly \$1,000,000 a year.

A fire at the Central high school early

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last month totally destroyed the magnificent equipment of the Philadelphia Astronomical observatory which was located on the upper floors of the high tower which is a distinguishing feature of the building. The fifteen-inch equatorial telescope alone cost \$25,000, and the whole equipment, which was installed only about six years ago was valued at more than \$55,000. The instruments, which were specially devised by Prof. Monroe B. Snyder, the director, for solar-spectroscopic work were among the finest of their kind in the country, and many of them were unique. Among the latter were a Hough printing cronograph and a concave grating. This grating was the last one made by the late Professor Rowland of Washington who excelled in this work. He pronounced it to be the finest he had ever made. It consisted of a piece of speculum metal about four inches square and was ruled so fine that there were no less than 20,000 lines to the inch, which presenting to the naked eye the appearance of delicate mist, as if the brilliantly polished surface was momentarily dimmed by the warm breath of the observer. The grating cost \$4,000, and now that Professor Rowland is dead it could probably have been sold for double that amount. Altho the Central high school has been noted, and in some respects has been world famous for astronomical work which has been a department of the institution almost since its establishment in 1838, it is doubtful if the observatory instruments will be replaced.

It was the first fire in a public school in this city entailing any serious loss, and was the more unfortunate as upon the urgent solicitation of Mayor Weaver last year councils passed an ordinance abolishing all fire insurance policies on schools and other public buildings and creating a sinking fund for meeting fire losses.

Probably no city in the country has ever suffered from a lack of teachers for public schools to such an extent as Philadelphia is now experiencing. To repeated warnings that this danger threatened more than five years ago, the board of education turned a deaf ear. When it was pointed out that the number of graduates from the teachers' training schools each year was less than the total number of teachers annually elected to permanent positions in the schools, and that the disparity each year was becoming greater, the board presented a printed list in reply of ostensibly available candidates numbering nearly 1,000. No effort was made to ascertain whether or not all of the names represented teachers awaiting positions, until the board was brought face to face with an actual condition represented by vacant teacherships and no applicants. It was then found that the total teacher supply was less than 100. Even then things were allowed to drag along, and not until last month did the board wake up to the fact that something must be done, as the supply has dwindled to about thirty. Without a word of dissent amendments to the rules were at once introduced and referred in such manner as virtually to insure their final adoption, offering inducements to teachers holding state certificates of qualification and with two years' experience to accept positions in this city. The board also offers to accept graduates of the principal Eastern universities and colleges who have pursued certain lines of study. In each case the board will immediately grant trial certificates good

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for one year, provided the applicants agree to take the superintendent's examination for one or other of the different grades of the board's permanent certificates at the end of that time. The board imposes the same conditions upon each class of candidates as follows:

A trial certificate, void at the end of one year from date of issue, to such applicants as may be certified by the superintendent of schools as qualified in his judgment to teach in the schools of this city, provided that all such applicants shall declare in writing their intention to take the board's examination for principal's or assistant teacher's certificates within one year, and shall furnish also a physician's certificate of good health, as provided by the board's rules.

In the case of holders of certificates granted by other than this school district, it is provided also that such applicants shall have taught not less than two years.

Similar terms are offered college graduates who have pursued a course of study in the branches required by the board for the principal's or assistant teacher's certificate of the following colleges and universities: Pennsylvania, Harvard, Yale, Princeton, Bucknell, Lafayette, and Dickinson.

By similar force of circumstances the board also found itself compelled to suspend its collegiate certificate rule, which provides that only men teachers graduated from the School of Pedagogy shall be eligible for election to teacherships in the seventh and eighth grades of boys' grammar schools. Frequently as this rule has been assailed since its adoption seven or eight years ago, it has hitherto successfully withstood all onslaughts of its detractors.

The present scale of salaries was adopted last year, and is based on a ten years' term of service as compared with five years in the previous schedule, where the maximum grade teacher's salary is increased by \$150. Women grade teachers begin at \$470 a year, with an annual increment of \$30 for ten years, making the maximum \$770. In the case of women grammar grade teachers \$100 is added to the regular schedule. Men

teachers in the 7th and 8th grammar grades begin at \$950 and reach \$1,100 in five years. The maximum salary of supervising principals in the case of men is \$2,500, and women \$2,000.

Applicants who are granted trial certificates under the new conditions offered by the board of directors are assured at once of being placed on the permanent substitute teachers' list, and given a salary of \$30 a month whether they are engaged in such work the whole of that time or not. The demand for substitute teachers averages about 175 a day and the supply is less than forty. Such is the dearth of teachers that the students in the senior class at the normal school are now employed as substitute teachers, much as it interferes with their regular studies, and are being paid the regular substitute's salary. HARRY B. CALL

Among the Magazines.

The April *Century* contains an article by Pres. Arthur T. Hadley of Yale university, on "The Immediate Future of the American College." Does our present university training take too many years of the average man's life? Will the problem be solved by shortening the college course, or by allowing the introduction of professional or technical studies within the limits of that course? These are some of the topics discussed by President Hadley.

Among other articles are the second of two papers on "A Wonder-worker in Science," by William S. Harwood; "Africa's Appeal to Christendom," by Prince Momulu Massaquoi; "American Nurses in Japan," by Dr. Anita N. McGee.

Scribner's Magazine for April is a special spring number, with a drawing of "Spring" by Blendon Campbell reproduced in brilliant coloring for the frontispiece, a double-page color-picture by Guerin entitled "Spring in Union Square," and a poem "Wild Geese in April," with decorations by Ernest Haskell.

The number is also notable for its array of distinguished contributors, including Richard Harding Davis, Thomas

Nelson Page, Josephine Daskam Bacon, Mme. Waddington, Edith Wharton, and Margaret Sherwood.

Mr. W. D. Howells in *Harper's Monthly Magazine* for April continues his delightful English pilgrimage, and has a word to say, too, about Machiavelli. Dr. Waldstein has an interesting paper on Herculaneum, and the N-rays. Siberia, medieval libraries, and profit sharing are the subjects of other articles. Mr. Connolly tells of Arctic seas, and Mr. Mighels of the desert. The number of short stories is seven. There is verse and the usual abundance of fine illustrations.

One of the best features of *St. Nicholas* for April is the Nature and Science department. Young people are encouraged to ask questions. Here is the invitation: "In school, at work, at play, in the woods, fishing in lake or brook, reading an interesting book—everywhere you will find things you do not understand. Sometimes you ask the grown-up people; but often they get tired of answering, or think the question foolish. For, as you have probably discovered, many people think a question foolish just because they know the answer. When they know a thing, they often think, of course, any one else ought to know it, altho they found it out but the day before. Perhaps for this or other reasons you don't ask as many questions of your grown-up friends as you did when you were a few years younger; but you think of just as many—probably more.

"Questions and answers of general interest" will be published in this department as far as space permits, but in all cases reply will be made by mail promptly when the inquiry is accompanied by stamped and addressed envelope. No questions will be regarded as too simple or as requiring too much research to answer."

The Atlantic monthly for April, opens with an illuminating article on "The Cost of War," by C. J. Bullock, who looks upon warfare as rapidly becoming too expensive for endurance. Charles F. Cole, writes on "The Right and Wrong of the Monroe Doctrine," Prof. Hugo Munsterberg philosophizes over the "Eternal Life," other contributors are "Alciphron," Winthrop More Daniels, Andrew D. White, and Col. T. W. Higginson.

In the April number of *The Critic* "The Slump in Poetry," which created so much attention in March, has been further discussed by Mr. Edwin Markham, Mr. Joaquin Miller, and Miss Josephine Preston Peabody. Most startling of all is Mr. Miller's opinion that Mr. Aldrich has written more real poetry than Milton, Dante, and Homer put together. Mr. Markham feels that present-day poetry does not get its deserts, while Miss Peabody agrees with the poet-laureate that the "growing distaste for the higher forms of poetry" is the result of ignorance.

Variety and value mark the contents of the April number of the *Booklovers Magazine*. There are a dozen or more contributions and each one is strong in descriptive and critical features. One of the articles is by Miss Helen Bennett on "The School Garden." It is descriptive of a new and fascinating method of nature-study of the greatest value especially to the children of our larger cities.

William H. Griffith, M. D., of London, England, says: "I consider antikamnia tablets the best treatment for women. The lady to whom I am giving them had never been free from pain at periods. She was always obliged to take to her bed the first day, but since taking the tablets she has been perfectly free from pain. I prescribe two tablets for a dose."—The Stylus.

Teachers' Agencies

DELAWARE is a small state but it has some good schools and this agency not infrequently calls upon it for teachers. On January 15, 1905, for instance, Miss Martha Umrecht of the Wilmington high school was summoned by telegram to begin work immediately in York, where she still is. On February 27, 1905, Superintendent Benedict of Utica called us up by long distance telephone to ask more particulars about Mr. Percival Norris, a teacher in the same school whom we had recommended, went down there to see him at work, and secured him for Utica, where he is now at work. He shows how wide is the agency range of vision. A superintendent who came in for three teachers not long ago said he had been relying on teachers he happened to meet or hear about. The six teachers we recommended for the three places were at that moment teaching in four different states, and he admitted that he would have saved much time and had much better selection had he come to us before. An agency established as long as ours knows men all over the country, and can depend on their recommendations, whether they live in Oklahoma or in Delaware or in **NEW YORK**.

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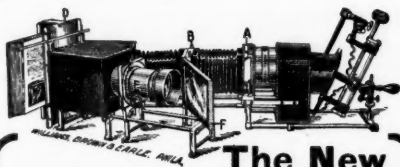
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Variety of topic and effectiveness of illustration are again distinguishing features of that remarkable ten-cent magazine, *The World To-day*, in its April issue. Art, travel, science, history, biography, education, religion, philanthropy, railroads, and the mail service have each an important article touching some present-day phase of the topic. One that will attract wide-spread attention is on "Unionizing the School Teachers," by David Swing Ricker, which relates to the origin of the Chicago Teachers' Federation, its alliance with the labor unions, and the results accomplished, "The Boys' Club Idea," by Daniel T. Pierce, will interest both educators and philanthropists. There is a careful investigation of the "Expenses of College Students" by William B. Bailey of Yale university.

Dr. McGee's Work.

The Century announces for its April issue the first of two articles by Anita Newcomb McGee, M. D., on "The American Nurses in Japan," the record of a unique personal experience and of an international episode. Dr. McGee was acting assistant surgeon in the United States army during the Spanish war, the Philippine Insurrection, and the Boxer campaign, serving directly under Surgeon-General Sternberg. At the head of a band of American Red Cross nurses, Dr. McGee worked for six months last year in the hospitals of Japan, services recognized by the Mikado and honored by the entire nation. Dr. McGee is the wife of Dr. W. J. McGee, the anthropologist and geologist, and daughter of President Simon Newcomb, the eminent astronomer.

High Pressure Days.

Men and women alike have to work incessantly with brain and hand to hold their own nowadays. Never were the demands of business, the wants of the family, the requirements of society more numerous. The first effect of the praiseworthy effort to keep up with all these things is commonly seen in a weakened or debilitated condition of the nervous system, which results in dyspepsia, defective nutrition of both body and brain, and in extreme cases in complete nervous prostration. It is clearly seen that what is needed is what will sustain the system, give vigor and tone to the nerves, and keep the assimilative functions healthy and active. From personal knowledge we can recommend Hood's Sarsaparilla for this purpose. It acts on all the vital organs, builds up the whole system, and fits men and women for these high-pressure days.

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